DOCUMENT RESUME

ED 407 179 PS 025 491

TITLE	A to Z: The Early Childhood Educator's Guide to the Internet. (Revised Edition).
INSTITUTION	ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Jun 96
NOTE	199p.; This revised edition supersedes the 1995 first edition; see PS 025 490.
CONTRACT	RR93002007
AVAILABLE FROM	Publications Office, ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, Children's Research Center, 51 Gerty Drive, Champaign, IL 61820-7469; phone: 800-583-4135; fax: 217-333-3767; e-mail: ericeece[at sign]uiuc.edu ($10 or $15 w/3-ring binder, plus $1.50 shipping).
PUB TYPE	Guides - Non-Classroom (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Child Development; Child Health; Child Rearing; *Early Childhood Education; *Electronic Mail; *Internet; *World Wide Web
IDENTIFIERS	*ERIC; ERIC Clearinghouse on Elementary Early Child Educ; File Transfer Protocol; Gopher; *Listserv Discussion Groups; Telnet; Web Browsers

ABSTRACT

This guide explains features of the Internet and compiles Internet resources useful to those interested in the education, growth, and development of young children. Chapter 1 of the guide, "An Introduction to the Internet," explains what is needed to connect to the Internet. The chapter then discusses the Internet's domain name system, electronic mail, mail/discussion lists, newsgroups, Internet etiquette (netiquette), File Transfer Protocol, TELNET, Gopher, the World Wide Web, the Mosaic and Netscape Navigator Web browsers, Uniform Resource Locators, home pages, search engines, and Web page creation. The chapter concludes with suggestions for finding information on the Internet. Chapter 2 explains several common commands used on mail lists and presents fact sheets on 21 mail lists. Each fact sheet includes a description of the mail list and the list's name, sponsor, electronic mail address, contact person, and subscription directions. Chapter 3 provides fact sheets on 62 Internet sites. Each fact sheet includes a description of the site and the site's name, sponsor, type (Gopher, Web), Internet address, and contact person. Information on how to find and use ERIC system resources on the Internet is provided in Chapter 4, while Chapter 5 is a bibliography of ERIC documents and journal articles on "The Internet and Early Childhood Educators." The guide concludes with a glossary of Internet-related terms, an index, and an appendix of materials from and about the ERIC system and the ERIC Clearinghouse on Elementary and Early Childhood Education. (BC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 407 179

A to Z:

The Early Childhood Educator's Guide to the Internet

Compiled by the Staff of the
ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)

With an Introduction by Bonnie Blagojevic

PS 025491

Revised June 1996

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign • 805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Phone: 217-333-1386 • Toll Free: 800-583-4135 • Fax: 217-333-3767
Email: ericeece@uiuc.edu

BEST COPY AVAILABLE

Thank You for Purchasing A to Z!

A to Z: The Early Childhood Educator's Guide to the Internet is already prepared for a standard 3-ring binder. Simply remove the pages from this wrapping and insert them in the binder.

A to Z was originally published in June 1995. This June 1996 version is the first revision. ERIC/EECE had originally intended to produce updated pages to the June 1995 version, but the changes were so extensive that we decided to publish a completely new revision. Another revision will be published in 6 to 12 months. Those who purchased the June 1995 version are receiving this June 1996 revision free, and will also receive the next update or revision free. Those who purchased this June 1996 revision will receive the next update or revision free.

Thank you for requesting this publication. Please use the Submission Form contained in the Appendix to suggest any additional sites that we should include in the next update or revision.

Revised June 1996

Catalog No. 216

ERIC Clearinghouse on Elementary
and Early Childhood Education
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. The opinions expressed in this publication do not necessarily reflect the positions or policies of OERI or the Department of Education.

Table of Contents

Quotable Quotes v

Acknowledgements vi

Introduction vii

The *A to Z* Internet Looseleaf Service ix

Chapter 1: An Introduction to the Internet 1-1

Chapter 2: Internet Mail Groups for Early Childhood Educators 2-1

Chapter 3: Internet Sites for Early Childhood Educators 3-1

Chapter 4: Finding and Using ERIC on the Internet 4-1

Chapter 5: The Internet and Early Childhood Educators: An ERIC Bibliography 5-1

An Internet Glossary G-1

Index I-1

Appendix

- ERIC Clearinghouse on Elementary and Early Childhood Education
- National Parent Information Network
- ERIC/EECE Publications List
- *The Internet and Early Childhood Educators: Some Frequently Asked Questions.* ERIC Digest.
- *Helping Early Childhood Teacher Education Students Learn about the Internet.* ERIC Digest.
- ERIC/EECE Internet Services
- ERIC System Directory 1996
- Education-Related Gopher and Web Sites
- ERIC-Related Gopher and Web Sites
- Elementary and Early Childhood Education (Applicable Subject Terms)
- ERIC Mandatory "Educational Level" Descriptors
- ERIC Optional "Age Level" Descriptors
- ERIC Publication/Document Types
- ERIC Document Delivery Information
- A to Z Internet Sites Submission Form
- Notes pages

Quotable Quotes

The Internet boils down to communication and information. As our society becomes more information-driven, the importance of the Internet increases.

> — Adam C. Engst. (1995). Making the Internet Connection. *MacUser*, 11(5 May):66-73, p. 68.

We are quickly moving from the era when the network itself was the project to an era when the network is a tool to be used in 'real' projects.

> — Ed Krol. (1994). *The Whole Internet* (second edition), p. 20.

History has dealt computer and information science a special role in the inevitable restructuring of the educational system in the United States. In the coming decade computing and information technology will be the backbone of the most significant change in education in over 100 years. Rather than being an adjunct to learning and teaching, technology is facilitating a fundamental rethinking of what should be learned and how.

> — Elliot Soloway. (1993). Reading and Writing in the 21st Century. *EDUCOM Review*, 28(1-January-February):26-29, p. 29.

In our view, the real potential of network communication has less to do with [work efficiency] than with influencing the overall work environment and the capabilities of employees.

> — Lee Sproull & Sara Kiesler. (1991). Computers, Networks, and Work. *Scientific American*, 265(3-September):116-123, p. 116.

Acknowledgements

This publication was planned and prepared by Dianne Rothenberg and Bernard Cesarone on the staff of the ERIC Clearinghouse on Elementary and Early Childhood Education, with the assistance of other staff members: Lisa Janicke Hinchliffe, Charles Lembke, Maureen Feldman, Debbie Reese, and Tim McKnight.

Introduction

Bonnie Blagojevic

The Internet, an international network of computer networks, puts the world at your fingertips. Connecting via your computer to people and information from around the world, what benefits can *you* imagine?

One benefit of the Internet is that it allows us to be in meaningful communication with others interested in early education. Teachers, parents, day care providers, administrators, professors, researchers, college students—a wide variety of individuals and organizations interested in, and dedicated to, the care, growth, and development of the young child—can meet online. Computer networking allows us to "join hands" and collaborate with an expanded group of people, sharing and exchanging information, supporting each other, and taking advantage of years of life experience and knowledge. These networking exchanges occur in just seconds using the Internet.

Another important benefit of Internet use is the expanded opportunity to access and manage information. Head Start co-founder Edward Zigler has stated, "We have all the knowledge necessary to provide healthy, growth-inducing child care to children of every age..."[1] If this is so, how do we work with this information, and how do we make it available to large numbers of people?

Using the Internet, we can dramatically improve the organization and dissemination of information for use by early childhood educators. Research studies, reports describing exemplary programs, early childhood curricula, day care policies, public domain software, teacher training materials—these are just some of the materials that can be shared electronically and used to increase the skills and knowledge of caregivers and others involved in the field of early childhood.

It is also possible to use the Internet as a teaching and networking tool with young children to enrich their lives and make learning experiences meaningful. Children can exchange letters and stories and cooperate on a variety of projects with other classes and teachers, nationally and internationally. Internet use provides a pathway for creative exploration and promotes global awareness. The concept of *world* comes alive, when you have *friends* in faraway places.

For example, at my day care we contributed to a collaborative book about play. Children from Iceland, Russia, Hawaii, South Africa, Ohio, Florida, Japan, Maine, and Australia shared drawings and stories about what they like to play. We learned that many games were the same, just played slightly differently, and we enjoyed new games we had never played before.

Using the Internet, we can put our heads together, combine efforts, search for facts, and exchange ideas in ways that have not been possible before. We can reduce isolation, strengthen our sense of community, and work together toward common goals. It is an empowering experience to contribute to, and benefit from, a constantly evolving and expanding knowledge base.

The benefits of Internet use are numerous. Whether you feel technologically nervous or eager, we hope this guide will enable you to become involved, and accept the challenge to explore, tap into, and develop the potential of this resource. Let's get started!

---

[1] Dr. Edward Zigler, *Pre-K Today*, February 1993.

The *A to Z* Internet Looseleaf Service

Resources available on the Internet grow, change, and disappear daily. For this reason, most Internet guides are outdated before they are published. We are pleased to be able to offer a loose-leaf service, that will include two updates, to keep early childhood educators informed about the changing landscape of the Internet, and to offer frequently updated information about particularly useful sites. Pages are three-hole-punched to fit in standard notebooks without additional preparation.

We have chosen a loose-leaf format for this publication so that users can easily replace obsolete pages with new updates as they are issued. The first version of the *A to Z Guide* was issued in June 1995. Those who purchased the first version will receive two updates to the *A to Z Guide* at no additional cost. This version, a June 1996 revision, is the first update. The second update will be issued in six to twelve months. Those who purchase the 1996 revision will receive the next version at no additional cost. Originally, we intended to produce the updates at six-month intervals, but we found that the changes and additions, both to the sections of the *A to Z Guide* that provided explanatory information about the Internet and that listed Internet sites, were so extensive that we decided to produce an entirely new revision. This June 1996 version of the *A to Z Guide* is that new revision. Rather than sending original purchasers new pages to insert into their looseleaf binder, we are sending an entire publication.

The format of the *A to Z* is designed with the busy educator, parent, student, and teacher educator in mind. The guide includes a chapter that provides brief explanations of specific Internet features, such as Gopher and the World Wide Web. Subsequent chapters provide single-page (and occasionally two-page) entries that describe Internet mail lists and highlight Gopher and World Wide Web sites. These entries have room for notes at the bottom of each page. The guide also provides information on searching the ERIC database on the Internet, a bibliography of ERIC resources, a glossary of terms, an index of terms, and an appendix of materials related to ERIC and ERIC/EECE. The appendix contains a form that you can use to suggest sites that you have found useful and that you think we should include in the next update.

We have chosen to include in this publication information that we think will be useful for the professional development of adults interested in young children and their education, care, and development. Please note that Internet sites for children are not covered systematically by this service.

Whether you prefer the image of the Internet as a vast library, warehouse, or sea, you should be aware that no one verifies every piece of information that is on the Internet, no one can guarantee the quality of the information provided, and no one currently polices the Internet for materials of questionable veracity. The result is a remarkable, user-built, grassroots feast served up by groups that promote many points of view for a great variety of purposes. Just as we have learned to cope with the variability in quality offered by other media, such as television, so will we all need to learn to become wise users of Internet information.

Some sites on the Internet offer publications or other materials or services for sale, while others encourage free and open use of their materials. It is important to remember that everyone is still entitled to recognition of his or her work, even if you have retrieved it in the form of a full-text file from the Internet. Standard rules for citing materials retrieved from the Internet, from electronic databases, and from electronic discussion groups are now included in most major style guidelines for good writing. The bibliography in Chapter 1 lists a style guide that is useful for those who plan to refer to electronic resources frequently in their writing.

We at ERIC/EECE are very fortunate to have had input from many Internet "surfers" for this project. Every site listed here, however, has been visited by us and reviewed so that we can provide an accurate description of content. Please note that sites change very rapidly, and it is possible that when you visit the site we describe, it will no longer look the same way that we have described it! No endorsement of any of the points of view represented in this guide should be inferred from inclusion. All errors are our responsibility. If you detect an incorrect address, please let us know immediately (1-800-583-4135; or ericeece@uiuc.edu).

Chapter 1
An Introduction to the Internet

Table of Contents for Chapter 1

Getting Started 1-3
What You Need to Connect to the Internet 1-3
Domain Name System (DNS) 1-7
Electronic Mail 1-8
Internet Mail Lists 1-10
Newsgroups 1-12
Internet Etiquette (Netiquette) 1-12
A Note about Client-Server Software 1-13
File Transfer Protocol (FTP) 1-14
Getting ASCII Text Files Using FTP: An Example 1-15
Getting Non-ASCII Files Using FTP 1-18
TELNET 1-19
Gopher 1-19
World Wide Web (WWW) 1-21
Mosaic 1-21
Netscape Navigator 1-23
A Note about Uniform Resource Locators (URLs) and Home Pages 1-24
Using Web Browsers 1-25
Using WWW Search Engines 1-26
Creating a WWW Page 1-27
Finding What You Want on the Internet 1-29
For More Information 1-31

This chapter provides some general pointers that we think you will find useful as you begin to use the Internet to find information on early childhood education, child care, and child development. The information contained here is not exhaustive; there are many Internet guides in bookstores that provide comprehensive information (see the bibliography at the end of this chapter). Instead, the goal of this chapter is to introduce some basic concepts related to Internet use and to provide you with enough information to get started.

NOTE: Throughout this book, Internet addresses are provided in a consistent format called the "Uniform Resource Locator" (URL). Example are the URLs of the ERIC/EECE Gopher and World Wide Web sites:

gopher://ericps.ed.uiuc.edu
http://ericps.ed.uiuc.edu/ericeece.html

More information about URLs is provided in the section below called "A Note about Uniform Resource Locators (URLs)."

This chapter begins with an introductory section that explains what you need to connect to the Internet and provides some information about the domain name system used to identify computers connected to the Internet. It then highlights five Internet tools: (1) electronic mail (email); (2) file transfer protocol (FTP); (3) TELNET; (4) Gopher; and (5) the World Wide Web. The section on email discusses not only email itself, but also Internet mail lists, which are based on the use of email, and Newsgroups, which are not directly related to email. The section also explains Internet etiquette. A brief explanation of client-server software precedes the sections on FTP, TELNET, Gopher, and WWW, all of which are client-server systems. The section on the WWW presents some general points about the WWW and provides specific information about two Web browsers (Mosaic and Netscape), Uniform Resource Locators, the use of Web browsers, the use of Web search engines, and the creation of Web pages. The final section presents some further information about finding information and resources on the Internet. A list of resources for further information is appended.

Getting Started

What You Need to Connect to the Internet

1. A computer — Either Macintosh or DOS machines work fine, provided they have, at a minimum:

• *Memory.*
Minimum configuration: 8 megabytes (MB) of memory
Recommended configuration: 16 or more megabytes (MB) of memory

Although *4 MB of memory are an absolute minimum* for using the Internet, 4 MB will not result in efficient use of the Internet. Therefore, we suggest a total of 8 MB of memory as a *minimum configuration* for using the World Wide Web (WWW), as well as for other applications such as word processing programs. A total of 16 MB of memory is recommended. If your computer has less than 4 MB of memory, you must upgrade to at least 4MB to be able to run Web browsers. Memory is decreasing in price now (spring 1996), and we recommend that you purchase as much memory as you can afford.

• *Hard drive.*
Minimum configuration: 50-megabyte (MB) hard drive
Recommended configuration: 200-megabyte (MB) or larger hard drive

A hard drive of at least 50 MB will enable you to run some programs, but you will soon find that you are running out of storage space. A larger hard drive is *highly recommended.* Hard drives are becoming less expensive, and new computers are often sold with hard drives of up to 1 gigabyte (1,000 MBs). A large hard disk is useful for a variety of other applications besides the Internet.

• *Monitor.*
Minimum configuration: VGA monitor
Recommended configuration: SVGA monitor; for the Macintosh, a 256-color monitor is recommended

A VGA monitor is acceptable for word processing, but, if you intend to make use of the graphics on the Internet, a high-quality, high resolution (SVGA) color monitor makes sense.

2. A modem — Modems have become so standardized and reliable that the best advice we can provide is that you purchase a modem that transfers data at a rate of at least 14.4 baud, and preferably 28.8 baud. (The baud rate is a measure of the number of data bits transferred per second over a communications medium; the higher the baud rate, the faster the transmission.) Today, new computers are typically sold with a modem of at least a 14.4 baud rate. If you are buying a modem now, purchase one that also has fax capabilities.

3. A telecommunications program — Whether you have an education account with a nonprofit Internet service provider or use a commercial service, your Internet service provider will provide you with or recommend a telecommunications program.

4. An account with an Internet service provider — The options for Internet access for the general public are increasing rapidly, but this question remains a central concern for many parents and educators who want to use the Internet. At the federal level, a number of possibilities are being explored for increasing Internet access for the education community. Some of these possibilities were addressed in the new telecommunications legislation passed

by Congress in early 1996. Vice President Al Gore and many others advocate the connection of every classroom to the information superhighway by the year 2000. Right now, however, there are four broad categories of access.

• *Access through state or regional educational networking systems.* Many states (Texas, Florida, North Dakota, Virginia, and others) now provide or are planning to provide low-cost or free access for educators. Inquiries should be directed to local school district offices, regional education service providers, or state departments of education to find out if this option exists in your area. If your state is in the planning stages of providing access for all educators, become an advocate for including Internet access for pre-kindergarten educators and caregivers.

• *Access through community computing networks.* Local community computing networks are already operational in dozens of cities across the U.S., and many more are in the planning stages. These community computing networks provide various levels of Internet access to the citizens in their communities. Free-Nets comprise one group of community computing networks that use a particular type of network software and that are affiliated with the National Public Telecomputing Network. A few states, such as Maryland, offer Internet access to every citizen who requests it through a state-wide network. Local public libraries are a good source of information on community information networks that may be close by and reachable through a local or low-cost telephone call.

To find out if there is a Free-Net in your area, or to find out how to start one, contact:

National Public Telecomputing Network
30680 Bainbridge Rd., Suite 100B
Solon, OH 44139
(216) 498-4050
info@nptn.org
http://www.nptn.org

• *Access through special projects at universities, colleges, or other institutions.* Many universities and colleges provide Internet access for their faculty, staff, and undergraduate and graduate students. Other institutions, such as many nonprofit organizations, may provide Internet access for their staff. Universities and colleges sometimes provide Internet access to nearby schools that take part in research or learning projects. If you are in a pre-K setting, suggest that a college in your community help with a project that experiments with ways to further professional development of caregivers and preschool teachers through use of the Internet.

• *Access through commercial services.* Dozens of commercial services, including some telephone companies, now offer connectivity to parents and educators. In addition, some professional associations offer subscriptions to online services that offer their

own information and Internet access.

There are literally hundreds of commercial Internet service providers, and many of them provide local or regional service. Check with your local public library, the yellow pages of your telephone book, or advertisements in local newspapers to find out about local providers. The providers listed below are well known and offer their services to a national audience. Further information about these services is available by calling the 800 number or by accessing the Web site, the URL for which is given in the list. This is an incomplete list (based on the ones we are asked about most frequently). No attempt is made to provide cost information because such information changes frequently. Note that many of these providers offer a 30-day free trial of their service.

America Online
800-827-6364
http://www.aol.com

CompuServe
800-848-8199
http://www.compuserve.com

Delphi
800-695-4005
http://www.delphi.com

HandsNet
408-257-4500
http://www.handsnet.com

Prodigy
800-776-3449
http://www.prodigy.com

5. An appropriate level of Internet access — Regardless of your Internet provider (a university or college, an education consortium, a state or regional education provider, or a commercial provider), there are several questions you should ask about what capabilities the provider offers and about how to use the Internet effectively once you get access. Among these questions are the following:

- How will I use electronic mail? Will I be able to belong to Internet mail lists? Are there limits to message length, or charges for electronic mail use?

- Will I be able to use TELNET and Gopher software? Are there any extra charges for using this software? Can I use TELNET and Gopher from home and at work? (Many universities and colleges offer different capabilities for home use compared to capabilities offered on-campus.)

- Does the system offer a SLIP or PPP connection? If the service offers these types of connections, it increases the chances that you will be able to use a graphical interface to the World Wide Web. An important question to ask is, Can I use the graphical interface from work *and* at home? (Again, many universities and colleges may offer different capabilities for home use compared to the capabilities of computers wired

directly to the computer system in a university building.)

• What are the charges for accessing the Internet from the commercial service, beyond accessing the information on the commercial service itself? (This question applies to those who have access from a commercial provider.)

• Can I access my account by using a local telephone number, or a toll-free telephone number?

• How do I check my electronic mail and use the Internet from my portable computer if I am away from home?

• What do I do if I need help? Whom do I call? During what hours is help available in my geographic area?

Domain Name System (DNS)

The Domain Name System (DNS) is a method for administering the names given to the computers that are connected to Internet. This method facilitates communications among these machines. DNSs are, in a sense, the addresses of a computer. Typically, each computer's domain name has four domains, which are separated from each other by periods. For example:

ux1.cso.uiuc.edu
ericps.ed.uiuc.edu

The domain in the right of the address is the most general or the highest level. The domain names become more specific as they move left in the address. For example, in the first address above, *edu* represents the highest level "education" domain; *uiuc* represents the University of Illinois at Urbana-Champaign; *cso* represents the University's computing services office; and *ux1* represents a particular computer or group of computers in the computing services office. In the second address, *ed* represents the University's Department of Education; *ericps* represents a computer located on a tabletop in ERIC/EECE's computer room.

Sometimes, domain names can (or appear to) be shorter than four domains. This will often be seen in email addresses, for example:

ericeece@uiuc.edu

For the four-name address above, ux1.cso.uiuc.edu, the University of Illinois has the authority to create any names in lower domains (i.e., to the left of "uiuc") than its "uiuc" domain. It has chosen to create "alias" computer domain names for its users. Therefore, if someone sends an

email message to *ericeece@uiuc.edu,* that message will automatically be forwarded by one of the university's computers to *ericeece@ux1.cso.uiuc.edu.* The advantages of this practice are that people can remember shorter names, and that less address book updating is required if individual computer names change within the university.

Originally there were six "highest level" domains, representing various types of organizations, as indicated below:

Domain name	Usage
com	commercial organizations
edu	educational organizations
gov	government departments, agencies, and offices
mil	military
org	other organizations
net	network resources

These domain names are still used, but in recent years, as the Internet has expanded globally, a set of two-letter domains for countries has been developed. Some common country domain suffixes are:

au	Australia	hk	Hong Kong
ca	Canada	in	India
dk	Denmark	kp	Korea
fr	France	nz	New Zealand
de	Germany	uk	United Kingdom
fi	Finland	za	South Africa

The use of the computer "addresses" in this domain name system identifies unique computers and makes communications between these machines (using all the tools of the Internet discussed below) more efficient.

Electronic Mail

The most popular feature of the Internet is electronic mail (email), which reaches areas of the world with no other type of Internet access. Email is the most common denominator of being considered "on" the Internet. Electronic mail is popular partly because, of all Internet features available, it most closely resembles activities that are already part of our daily lives. We know how to send letters and leave telephone messages for co-workers and others whose judgment we value or from whom we want information, and the use of electronic mail is an extension of those behaviors. Research indicates, in fact, that educators' most frequently used source of information is their colleagues. Electronic mail simply expands educators' immediately accessible peer group to include anyone in the world with an Internet connection.

Electronic mail is fast (most of the time) and largely reliable. Messages can be composed and sent from home or work at the sender's convenience, and received and responded to when convenient for the receiver. Most messages are received and read only by the person for whom they were intended, but email should *not* be considered secure or private.

Electronic mail addresses vary, as do postal addresses, and carry specific bits of information. Knowing a little about email addresses can be useful for knowing whether an address is likely to be correct. Sometimes understanding the format of the address can also help you determine someone's location or host institution. All addresses have the following format:

unique logon name	@ sign	domain names of host computer
ericeece	@	ux1.cso.uiuc.edu

Basically, this system of email addresses includes the "logon" name of the person or institution "at" the particular "host" computer. The computer is named according to the domain name system described above. The logon name is the name the person uses to "logon" to the host computer when checking his or her email (or performing other functions on that computer).

How do you find someone's email address? The best way is to *ask* the person (using an old technology, like the postal service or the telephone!) prior to attempting to send him or her electronic mail. If you know the name of a machine at the same institution and the format of someone else's address there, you can try an address that seems likely to be correct. (For example, if you have a friend whose email address is jackson@abc.def.ghi.edu, and another friend at the same institution whose name is carlson, you might try carlson@abc.def.ghi.edu.) If it is not correct, the machine will "bounce" the mail back to you.

Another way to locate an email address if you know a person's host computer is to use the finger command. To use this command you must be at a UNIX prompt on a computer connected to the Internet (see explanation in the section below, "A Note about Client-Server Software"). The format of the command is

finger name@host

where host is the host computer and name is either the first name, last name, or logon name of the person whose address you are looking for. For example, if you are looking for your friend Carlson's email address type:

finger carlson@abc.def.ghi.edu

and the host computer will return to you information about all the Carlsons who have accounts on that computer; one of these will be your friend. You will see information such as:

login name: bcarlson In real life: Betty Carlson

Seeing this information, you now know that, to contact your friend by email, you should send a message to bcarlson@abc.def.ghi.edu.

Why isn't there a telephone book for the Internet? Well, there are many Internet address books, but like the yellow and white pages in our telephone books, the Internet "address books" are intended for local use. However, if you know the institution of the person you are trying to contact, you can use an Internet phone book at that institution. Many institutional Gophers (see section below on "Gopher" for more information), such as the one at the University of Illinois, have a phone book menu item. If you select this item, you will be able to scroll through menu screens that direct you to a particular institution. When you select the menu item for a particular institution, you will be prompted for some personal information (such as last name) for the person whom you are trying to contact. If that person is in the institution's Internet phone book, that person's email address and other contact information will be provided in response to your request. To try this feature, access the University of Illinois Gopher (see the sections below on "Gopher" and "World Wide Web" for further instructions) at:

gopher.uiuc.edu (from a UNIX prompt)
gopher://gopher.uiuc.edu (from a Web browser)

Dozens of mail programs exist that make it easy to use electronic mail. Pine and Elm are often available on UNIX (a kind of operating system) machines, while Eudora and NuPop are popular on PC-based systems. Each program has unique commands, screen displays, and features. Check with your local system administrator for some printed documentation of how your mail program works and keep this documentation by your computer for reference.

Internet Mail Lists

Internet (commonly called *listservs*, after one kind of popular mail list software) mail lists build on our sense of comfort with electronic mail as a communication medium. Internet mail lists simply mail a message from you to many people, rather than to one person, when the message is mailed to a mail list discussion address. The software developed for these lists usually automates subscribing and signing off from the list and may offer other features, such as "digesting" (sending you one message per day that contains all the messages posted to the mail list discussion address in one day). Early childhood educators are relative newcomers to the Internet, and arguably the best evidence of our recent migration to this new medium is the rapidly growing number of electronic mail lists that address topics pertinent to the field of early childhood education.

There are many thousands of mailing lists on the Internet. There are some World Wide Web sites (see section below for explanation) on the Internet that provide lists of Internet mail lists.

Some of these "lists of lists" are topical, while others strive for thoroughness. Probably none is complete or up-to-date. If you are looking for an Internet mail list on a particular topic, a good way to begin is to ask professional colleagues, either in person or by posing a question to a mail list to which you already belong. You can also find new lists by sending a command in an email message to a listserv computer, by using an Internet search engine, or by checking a "list of lists" on the World Wide Web. Instructions on how to do these last three types of searches is provided in the section below on "Finding What You Want on the Internet."

Ellsworth (1994) points out that discussion lists have been compared to faculty lounge discussions, conference presentations, and conversations. Individual lists develop their own personality and conventions, and the discussion may vary in quality and importance to you on a daily basis. The general pattern of usage is that one person posts a message requesting information or suggesting a topic for discussion, and others who subscribe to the list respond. Mail lists do not subdivide discussions by topic, and there may be several strands of discussion taking place during the same period of time.

Here are some guidelines for using mail lists.

- Understanding the distinction between the *administrative address* and the *discussion address* is critical. The administrative address is a clerical robot that responds to commands. This address is used for subscribing and signing off a list and for other commands, such as "review" (a command which tells the listserv software to send you a list of all the members of the mail list). Messages to the administrative address typically have no subject line and should not contain your signature.

- After you have sent a subscription command to the list's administrative address, you will receive a message indicating that your subscription has been accepted. You will also receive a list of instructions, including common commands to use with the mail lists. *Save these instructions* for future reference.

- The discussion address is used *only* for messages that should go to the entire list. Always check the "To:" section of the header of your message before you send it. If you are responding to an individual on the list, check to be sure that the "To:" section contains the individual's address, not the address of the discussion list. Many embarrassing episodes have resulted from inadvertently sending a message to 700+ people that was intended for just one person!

- Read messages from the list for a few days before posting your first message, so that you can gauge the flavor of the conversation. After that, introduce yourself and let others know what your particular interests are.

- Before sending descriptions or ordering information on commercial items to a discussion group, check with the list manager to be sure you have complied with any policies that may have been established by the group through earlier conversations.

Chapter 2 of this guide profiles several mail lists relevant to early childhood education. The chapter begins with a set of general instructions on using some common commands on three types of mail lists. The specific administrative and discussion address is provided for each individual mail list.

Newsgroups

Usenet Newsgroups are similar to listservs and other Internet mail lists and, in fact, many lists are simply redistributed on Usenet from identical Internet discussion group lists. Newsgroups are read on a "newsreader" available on many systems. Popular newsreaders include nn, rn, news, vnews, and pcnews. Most have features that allow the user to choose only those "threads" (or subjects) that the user knows in advance he or she is interested in. Newsreaders require a little practice to learn to use them properly. Their advantage over electronic mail is that, because messages are distributed from a common database, Usenet cuts down on the number of messages sent directly to your mail box.

While many people prefer Newsgroups so that their mailboxes will not be cluttered with messages, others find that they forget to check the Newsgroups they are interested in, and miss information or discussion they would have liked to know about. Messages are deleted from Usenet Newsgroups automatically on a regular schedule. Some people feel that, compared to Internet mail lists, Newsgroups tend to me more "chatty" and less scholarly or professional.

There are various categories of Newsgroups, and there are some Newsgroups that deal with educational topics. For example, "k12" Newsgroups are dedicated to various topics in which teachers and students, kindergarten through grade 12, may be interested (for example, "k12.chat.teacher," "k12.ed.music," and "k12.ed.science"). There is a group of "bit" Newsgroups that contains postings to popular BITNET Listserv mail lists (for example, "bit.listserv.edpolyan"). There are other Newsgroups which may have some interest to parents and early childhood professionals, such as "rec.arts.books.childrens," a Newsgroup that discusses children's books in the "rec" (that is, recreational) Newsgroup category.

If you are unsure that Usenet Newsgroups are available to you at your site, ask your system administrator. If Newsgroups are available to you, the system administrator will provide you with information on the specific news reader to be used.

Internet Etiquette (Netiquette)

The Internet has been likened to the Wild West. Indeed many of its metaphors and much of its terminology suggest an unruly and dangerous environment (for example, the wording of many system Internet messages includes emotionally loaded terms such as "Danger" or "Warning!" or "kill." It is common practice for an organization (such as a university) to give

related names to a number of machines that are intended to act as a group, frequently a group of names with a theme. Story characters are sometimes used, or geographical names.

In the Wild West, the laws were different from the rest of the United States and were based on individualism and the preservation of the free-wheeling frontier lifestyle. The early phase of Internet development seemed to some observers to develop this same pattern of response to dealing with a rapidly growing, largely undefined environment. But all of that is changing rapidly as the number and kinds of Internet users increase, and for early childhood educators, the Internet can be a very friendly place to be. If you are concerned about Internet use policies and the wilder parts of this electronic frontier, there are discussions in the literature of these problems that you might find interesting (see Chapter 5).

In general, few early childhood educators will find themselves exposed to the wilder parts of the Internet. Instead, we will use the information in responsible ways, and we will find that Internet usage is governed by the same rules that govern the rest of our behaviors. As in other parts of life, the golden rule in Internet computing manners is to treat others as you wish to be treated. Do not send junk, objectionable, or "flaming" electronic mail. Do not use electronic mail to advertise business services, especially on Internet discussion groups. Take care not to confuse administrative and message addresses for Internet discussion groups, and learn how to use the discussion group commands. If you are a college instructor who is teaching students about Internet use, do not instruct 30 students to post the same question to an Internet discussion list or to send out surveys without checking with list managers first. The goal is to create a welcoming environment in which real discourse about our profession can take place.

You will find that Internet users are extremely helpful and caring when dealing with colleagues who ask for information and advice. There is a great tradition of helping each other that is apparent on Internet discussion groups. Help others if you think you can do so, but be careful not to exceed the amount of your expertise; giving incorrect or bad advice may do damage. Remember to indicate your level of knowledge if you choose to provide information or give advice. For example, in response to a curriculum question, you might say, "I've been teaching for 15 years, and my experience in this area has been ..."

A Note about Client-Server Software

The next several features of the Internet that are discussed below (FTP, TELNET, Gopher, WWW), operate using client-server software. This method of data exchange involves a *server* (i.e., a computer on which information and resources are stored) that provides (or "serves") its information and resources to a *client* (i.e., another computer that sends a request for information to the server). Both computers are typically UNIX computers (see last paragraph in this section) connected to the Internet. The requisite software is resident on these computers. For example, suppose you are sitting in your school office and have just used your PC to logon to a local university computer and then you have connected to a Gopher at

another university. The other university's Gopher is on the server, your university's computer is the client. Your PC is connected to the client.

It is not necessary to understand this in great detail. The point is that, to use the FTP, TELNET, Gopher, and WWW features described below, you do not have to acquire any software for your own PC. It is already present on the computers owned by your Internet service provider (your university or other provider). The only constraint is that, if your provider is a nonprofit institution rather than a commercial provider, you will probably also need to get a Web browser to install on your PC. The network administrator can help you with this.

So far in this chapter, we have referred a couple of times to UNIX computers. UNIX is an operating system that runs a computer, just as DOS, Windows, and Windows 95 are operating systems that run a PC. The UNIX operating system runs computers that are typically larger and more powerful than PCs. Most computers that are connected to the Internet are UNIX computers. The next several Internet tools to be described (FTP, TELNET, and Gopher) are run from a UNIX computer that is connected to the Internet. To use these tools, you need first to connect your PC to the UNIX computer. If you are using a commercial service provider, this connection will be automatically accomplished in the provider's software. There will likely be menu items for these tools (which may use words instead of software names, such as "download files" instead of "FTP"). If your Internet service provider is an institution or organization, such as a university or Free-Net, you will need to logon to the provider's computer via modem, using the logon name and password the provider has given you. Once logged on to this UNIX computer, you access the software by typing the respective command and the address of the Internet site you want to visit (for example, "gopher gopher.uiuc.edu) at the prompt on your screen (just as you type a command at a prompt on a PC using DOS). Alternately, some noncommercial providers may have arranged a menu system from which you can choose items (such as "Connect to Cleveland Free-Net using TELNET" or "Connect to University of Illinois Gopher") rather than typing the command and address at the prompt.

File Transfer Protocol (FTP)

An easy way to understand FTP is to think of it as a way of copying files. File transfer protocol used to be the primary method of copying files stored on one computer on the Internet to another computer on the Net. It is still very useful, but other software, like Gopher and WWW, are also used to retrieve files now. Using basic FTP requires that you follow directions step-by-step to retrieve files, images, and data.

To use FTP, you will need three pieces of information: (1) the address of the FTP site; (2) the directory in which the file is stored; and (3) the exact name of the file.

Many FTP servers offer anonymous FTP. This means that any users are allowed to access selected files on that server. If an FTP server is not an anonymous FTP server, you will need

a Logon and password to access files on that server. Typically, anonymous FTP servers require you to use the logon name "anonymous" and your email address as a password.

To use FTP, logon to your Internet provider's computer that is connected to the Internet (according to the instructions of your provider), and type *ftp* at the main prompt to be sure your provider offers *ftp*. If a new prompt ftp> comes up, you will know that you have access to this Internet feature. Type *quit* (or *bye)* to return to your main Internet prompt.

Here are some basic FTP commands you may need to know to use FTP successfully:

open	opens a connection to a new machine
close	closes a connection to a machine and returns to the ftp prompt
binary (or bin)	enters binary mode to transfer binary files (e.g., software)
get	gets a file from the remote machine to the local machine
put	puts a file from the local machine to the remote machine
cd	changes the working directory on the remote machine
ls	lists the files in the working directory on the remote machine
pwd	gives the name of the working directory on the remote machine
quit (or bye)	closes the connection and quits FTP.

Before providing an example on using FTP, we should note that FTP can be used (much more easily) through a Web browser. The example below starts at a UNIX prompt on a computer connected to the Internet. When using FTP via a Web browser, simply type in the URL of the FTP site in the file location box of the Web browser (for details about the Web, Web browsers, and URLs, see the section below on "World Wide Web"), and you will be connected to the FTP site. Then select the directory and file you want, download the file according to the procedure in the Web browser, and the browser will automatically download the file using FTP instructions.

Getting ASCII Text Files Using FTP: An Example.

You have become interested in knowing more about how the Internet works, but the prices of the big Internet guides in the bookstore are discouraging. You could borrow one from the local library, but they are always checked out. Then a friend tells you that there is an Internet guide called *The Big Dummy's Guide to the Internet* which is available free at the FTP site of the Electronic Frontier Foundation (EFF). Your friend gives you the address of the FTP site and the directory in that site where the text is located. You don't like the name of the guide (you know that calling anyone a "dummy" is neither developmentally appropriate, culturally sensitive, nor acceptable in polite company), but if you can have a copy of the *Big Dummy's Guide* as a reference, well...it would be handy. Following these directions, you can "download" (e.g., transfer to your own computer), a copy of the guide.

After you have logged on, from your PC, to the computer connected to the Internet, according to the instructions of your Internet provider, you will see a prompt. At this prompt, type:

ftp

The system will respond with another prompt:

ftp>

Then open a connection to the FTP server (the machine where *The Big Dummy's Guide* is stored) by typing:

open ftp.eff.org

Or alternately, at the original prompt, you could type the ftp command and the site address at the same time:

ftp ftp.eff.org

to go directly to the FTP site.

You will see some messages, including:

Connected to ftp.eff.org.
kragar.eff.org FTP server (Version wu-2.4(26) Wed Dec 13 1995) ready.
Name (ftp.eff.org:YOUR-LOGON-NAME):

At this "Name," prompt, which uses your local computer logon name as a default, type:

anonymous

Now you will see the message:

Guest login ok, send your complete e-mail address as password.
Password:

At the password prompt, type, as instructed:

your-email-address

Now you are logged on to the FTP site. You will see some messages, such as:

```
****************** Welcome to the EFF Online Library ******************
Electronic Frontier Foundation files & info: /pub/EFF
... [text deleted here] ...
*********************************************************************
Looking for EFF'S GUIDE TO THE INTERNET (formerly Big Dummy's Guide)?
Do this, EXACTLY as shown here, to get the regular text version:
[These instructions presume a commandline Unix-style FTP browser.]
   cd /pub/Net_info/EFF_Net_Guide
Troubles? Send any message to netguide@eff.org for a copy of the Guide.
*********************************************************************
```

You are connected from host DOMAIN-NAME-OF-YOUR-COMPUTER
You have been given group USA permissions.
Guest login ok, access restrictions apply.

Note that, when you receive these messages from an FTP server, each line will be preceded by a three-digit number. These numbers refer to types of server responses to inputs. You do not need to pay attention to these numbers.

It is a good idea, the first time you visit a site, to read through some of these messages, so that you can get an idea of what is available at the site. In this case, you're lucky that the EFF has given users specific instructions about its guide, because it knows how popular the guide is. You're also relieved to note that the EFF staff must have had the same misgivings about the guide's title as you had, and that they've chosen to call their guide by a less troubling name!

After you have finished reading any messages, you will want to change to the directory on the remote computer (i.e., the FTP site) where the text you are interested in is located. Note that, since the FTP server is a UNIX machine, file and directory names are case sensitive, and all words must be typed in upper and lower case letters exactly as given to you. Type the "cd" (change directory) command followed by the directory path which you want to follow. Your friend gave you this path and so did the opening screen on the EFF's FTP site. Therefore, type:

cd /pub/Net_info/EFF_Net_Guide

There will be more information to read in the "EFF_Net_Guide" directory, if you want to do so, or you can proceed straight to downloading the guide. The ftp> prompt you see now does not indicate which directory you have entered. To make sure you are in the right directory (the one containing the *Guide*), you can use the "print working directory" command by typing:

pwd

You will get a message back saying:

"/pub/Net_info/EFF_Net_Guide" is current directory.

This is just where you expected to be. To make sure the text you want is there, you can use the "list" command by typing:

ls

You will see a list of all the files in the /pub/Net_info/EFF_Net_Guide working directory, among which is the file you want, netguide.eff. To "get" this file, i.e., to have the file copied from the remote computer to your computer (i.e., your provider's computer to which you have logged on), type:

get netguide.eff

You will get a series of messages as the file is transferred, such as:

200 PORT command successful.
150 Opening ASCII mode data connection for netguide.eff (466542 bytes).
226 Transfer complete.
local: netguide.eff remote: netguide.eff
476850 bytes received in 1.5e+02 seconds (3.1 Kbytes/s)

Note that in this example, we haven't deleted the three-digit numbers, so that you can see how the messages are actually displayed. Now that you have the file you want, you can quit FTP by typing:

quit (or bye)

You will see the courteous message:

221 Goodbye.

Then you will be returned to the prompt on your provider's computer. You should find the copied file on this computer.

To move this file to your PC, follow the instructions for the communications software you are using to connect from your PC to the provider's computer. Note that, if you have access to the World Wide Web (WWW) and a Web browser, it is easier to use a Web browser to download a file than to use FTP from a UNIX prompt. See the section below on "World Wide Web" for further details on this process. If you want to find the particular file in the example we have provided here, visit the WWW site of the Electronic Frontier Foundation at the URLs:

http://www.eff.org (home page)
http://www.eff.org/pub/ (publications page)

More information about WWW sites and URLs is provided in the section below on "World Wide Web."

Getting Non-ASCII Files Using FTP

The example above described the process of getting an ASCII text file. You can also get non-ASCII files using FTP. These files are called "binary" files and include software, graphics, video, sound, and other types of nontext files. The process is exactly the same except that, before you get the file, you need to send the command "bin" to set FTP for binary transfer.

Follow the previous instructions for starting FTP and logging on to an FTP site. After you have connected to the FTP site, at the ftp> prompt, type:

bin

Then proceed with the get command as in the instructions for ASCII file transfer.

TELNET

TELNET, one of the earliest Internet tools, is a software program that allows you to log on to a remote computer and use its applications. Logging in with TELNET requires that you provide a password accepted by the other system as you log on. Typically, you will use TELNET to log on a computer for which you have already been given an account (from your university, for example).

However, there are cases in which you can use TELNET to log on to a computer for which you do not have an authorized account. For example, some libraries provide public TELNET access to parts of their electronic catalogs or to features for searching the ERIC database, and some Free-Nets provide public TELNET access for guests to investigate parts of their system. When you try to log on to such TELNET sites, you will be given instructions at some early point in the logon process about what logon name and password you should use.

To use TELNET, first logon to your host computer connected to the Internet. Then, if you want to connect to another computer with an Internet domain name of xxx.yyy.zzz.edu, type:

telnet xxx.yyy.zzz.edu

Gopher

Gopher is software that allows you to look for Internet resources, using menus, as if they were all in the same place (or on the same server). Gopher software was created at the University of Minnesota, where the name took advantage of a double pun: gopher software is primarily intended to "go-for" things, and, of course, the University of Minnesota mascot is a gopher. So what could be a more fitting name?

Gopher is software used by Internet sites to organize their electronic resources. By now (spring 1996), Gophers are considered "low-tech" by Internet standards because minimal equipment and software are needed to use the simple, text-only, ASCII files that make up Gopher resource collections. Gopher is being superseded by the World Wide Web.

Many organizations just coming "online" on the Internet are bypassing Gopher and offering their information and resources only through the World Wide Web (WWW). While the trend is definitely in the direction of the WWW, Gopher is still very widespread. Soon, we will see a dramatic decrease in the number of Gopher sites that are being maintained when a critical mass in the number of Web users has been reached. As of now (spring 1996) many organizations that have maintained both Gopher and WWW sites are beginning to discontinue their Gopher sites.

To access a Gopher, first logon to your host computer connected to the Internet. Then type:

gopher gopher-address

For example, to connect to the University of Illinois's Gopher server or to ERIC/EECE's Gopher server, type (respectively):

gopher gopher.uiuc.edu
gopher ericps.ed.uiuc.edu

You will be connected to the Gopher site and will see the introductory gopher menu. Note that you can also connect to a Gopher site using a Web browser by typing the URL of the Gopher in the file location box of the Web browser. (For details about the Web, Web browsers, and URLs, see the section below on "World Wide Web.")

You can find information on a Gopher site by scrolling through the menu structure and locating files that interest you. Many Gopher sites provide connections to other related Gopher sites, where you can find further information and resources.

To find specific information on Gopher sites, use VERONICA software. This is available as a menu item on many (but not all) Gopher sites. These menu items are not consistently titled. Look for a menu item that has words such as "Search..." or "Search gopherspace" or "...using VERONICA" in its title. If the Gopher site you are visiting does not have such a menu item, you will need to connect to another Gopher site that does in order to use this search feature. Having found this search item, choose the option; a small box appears on the screen where you can enter the key word or words you are looking for. VERONICA searches for keywords in gopher menus. While this search feature is helpful, it can also be frustrating. Different rules for searching apply on different servers, and you may not know if you are searching for EARLY OR CHILDHOOD or EARLY AND CHILDHOOD when you do a search.

Note that VERONICA searches Gopher servers worldwide. If you want to search only your local Gopher server, JUGHEAD is used (though it sometimes searches a small group of servers). Again, this search features is provided as a menu item, not all Gopher servers have this search feature, and the name of the menu item may differ from server to server. The menu item may or may not include the word JUGHEAD and will typically say something about a specific search, such as "Search the University of X Gopher." Select the item and type in keywords as with VERONICA.

However you use and search Gopher, once you find a file you want, you can obtain a copy of that file. If you scroll through the entire document, or select "q" (on your keyboard) to quit the document, a list of options will appear at the bottom of the screen. Choose "s" to save a copy of the document on your PC. Alternately, you can choose "m" to send an email copy of the document to yourself, which you can later download to your PC and edit or print out in the usual ways.

World Wide Web (WWW)

The World Wide Web (WWW) is based on software that adds several additional (and wonderful!) capabilities for accessing information and resources on the Internet beyond the capabilities of the Internet tools we have examined so far. Just as with Gopher, the WWW provides access to text resources. There are two major differences, however, between Gopher and WWW. First, the WWW provides easy access to nontext resources, especially graphics. But these resources also include sound, film clips, software applications, and others. The second major difference between Gopher and the WWW is the Web's use of hypertext links. Through these links, WWW users can move easily from document to document and site to site, rapidly gathering information and resources. Depending on which Web browser you are using, the hypertext link will be highlighted on the screen in some way (usually by a different color).

Through the WWW you can also use all the Internet tools we have so far discussed (FTP, TELNET, and Gopher). Simply type in the URL of the site in the Web browser's file location box and you will be connected (see further instructions below).

To use the WWW, you need three things: access to the Web on the Internet, a Web browser (for use on your PC), and communications software (so your Web browser can connect to your service provider). The section above on "What You Need to Connect to the Internet" discussed getting access to the Internet through an account with an Internet provider. These days (spring 1996), such access will almost always include access to the Web. Check with your provider about this access.

If you have access from a commercial provider, the provider will supply you with the browser and communications software as part of the general package of software that you install. If you have an institutional provider, you will probably need to specially get the browser and communications software. The institution's computing office or network coordinator will probably have this software available, or will be able to help you acquire it. Many Web browsers are available commercially or are freely available on the Internet. If you are unable to download a copy of a free browser, contact the browser's developer who will send you, for a small price, a copy of the browser on diskette. Information about Netscape and Mosaic, two common free browsers, is provided below.

Mosaic

The National Center for Supercomputing Applications (NCSA) at the University of Illinois at Urbana-Champaign makes available NCSA Mosaic, a World Wide Web browser, on its Web and FTP servers.

NCSA Mosaic comes in three "flavors": (1) NCSA Mosaic for the Apple Macintosh; (2) NCSA Mosaic for Microsoft Windows; and (3) NCSA Mosaic for the X Window System (UNIX).

To download a free copy of NCSA Mosaic, go to NCSA's home page at:
http://www.ncsa.uiuc.edu

There you can read about NCSA and about Mosaic, then follow the links to reach the page from which you can download the software. Or you can go straight to:

For Mosaic for the Mac—
http://www.ncsa.uiuc.edu/SDG/Software/MacMosaic/News/download.html

For Mosaic for Windows—
http://www.ncsa.uiuc.edu/SDG/Software/WinMosaic/CurrentRelease.htm
(versions for Windows 3.1x, Windows for Workgroups 3.1x, Windows 95, Windows NT [Intel], Windows NT [MIPS], and Windows NT [Power PC])

For Mosaic for X-Windows—
http://www.ncsa.uiuc.edu/SDG/Software/XMosaic

Alternatively, you can go to NCSA's anonymous FTP server and select the directory for the platform you are using. Select the latest version of the software. (As of May, 1996, the latest versions are 2.1.1 for Windows; 2.0.1 for Macintosh, with a 3.0.1b beta version available; and 2.6 for X-Windows.) Because these versions will be updated, the filenames in some of the addresses given below may change. To download these files, follow the instructions for downloading a binary file that were given above in the section on FTP. The FTP addresses are:

Mosaic for the Mac 68K—
ftp://ftp.ncsa.uiuc.edu/Mac/Mosaic/NCSAMosaic201.68K.hqx

Mosaic for the MAC Power PC—
ftp://ftp.ncsa.uiuc.edu/Mac/Mosaic/NCSAMosaic201.PPC.hqx

Windows 95 and Windows NT versions—
ftp://ftp.ncsa.uiuc.edu/Mosaic/Windows/Win95/mosaic21.exe

Windows 3.1x and Windows for Workgroups 3.1x—
ftp://ftp.ncsa.uiuc.edu/Mosaic/Windows/Win31x/mosaic21.exe

Mosaic for X Windows—
ftp://ftp.ncsa.uiuc.edu/Mosaic/Unix/binaries/2.6/

Users without access to FTP or the World Wide Web can order software (which will be sent to users on diskettes) by contacting:

orders@ncsa.uiuc.edu

There is a small charge for ordering NCSA Mosaic on diskettes.

Inquiries about NCSA Mosaic client software can be emailed to:

mosaic@ncsa.uiuc.edu (general information)
mosaic-mac@ncsa.uiuc.edu (Macintosh)
mosaic-win@ncsa.uiuc.edu (Windows)
mosaic-x@ncsa.uiuc.edu (X-Windows)

Netscape Navigator

Another popular Web browser is "Netscape Navigator" from the Netscape company. Please note that there are licensing restrictions on who (generally faculty, staff, and students of schools and staff of nonprofit organizations) can use Netscape products for free. Please read the license agreement information carefully.

Netscape Navigator is available for downloading at Netscape's Web site. The URL of Netscape's home page is:

http://home.netscape.com

Note that the layout of the Netscape home page may change from time to time. Therefore, these instructions may not always be accurate, although it should always be fairly obvious where, on the home page, you can read about or download the software.

You can read about Netscape Navigator and other Netscape products by choosing "Company and Products" or "Netscape Products." You can download Netscape software by clicking on the "Download Software" button at the bottom of the page, or you can go straight to the "Download Netscape Software" page at the URL:

http://home.netscape.com/comprod/mirror/index.html

This page provides information about Netscape software and links to the pages from which you can download different Netscape software products, such as Netscape Navigator. The URL for the "Download Netscape Navigator Software" page is:

http://home.netscape.com/comprod/mirror/client_download.html

On this page, there is a form in which you supply information about the software product you want to download (e.g., Netscape Navigator version 2.02), your operating system (e.g., Windows 3.1), etc. In May 1996, version 2.02 is the latest version of Netscape Navigator. A version 3.0 is in the beta testing stage. This version is also available for downloading.

This page also provides an option for downloading Netscape Navigator from several FTP sites. These sites are:

ftp://ftp20.netscape.com

and

ftp://ftp2.netscape.com

through

ftp://ftp12.netscape.com

These FTP sites are accessible through the Netscape Web site. Users are instructed to select various directories where the software is located, depending on their operating systems and which software they want. If you want to use Netscape Navigator for the Mac, choose a file that begins with "hqx"; for Windows 3.1, "n16"; and for Windows 95, "n32." For example, if you want to use Netscape Navigator 2.02 for Windows 3.1, choose the file "n16e202.exe"; complete instructions for making these choices are provided online. These FTP sites can also be accessed according to the instructions for using FTP given above in the section on FTP.

If you are unable to download Netscape Navigator from the Netscape Web site, you can contact the company by phone at (415) 937-3777 or by email at moreinfo@netscape.com.

A Note about Uniform Resource Locators (URLs) and Home Pages

A Uniform Resource Locator (URL) is an address for a site on the Internet. It is the way sites are accessed using the World Wide Web (WWW). A URL consists of the name of a transfer protocol followed by a colon and two forward slashes ("://"), the domain name of a computer, and (usually) the name of a file with directory path if applicable.

Though we haven't used the term transfer protocol yet, we have actually talked about several transfer protocols: FTP, TELNET, and Gopher. These protocols are simply ways files are transmitted across the Internet. The WWW has its own transfer protocol called HTTP (hypertext transfer protocol). It is not necessary to know how these transfer protocols work, only that their names should be included in the address of a site you want to visit on the Web.

The domain name system was discussed above, and file names are the same on the Web as anywhere else (except that the Web connects UNIX computers rather than DOS or MAC machines).

Though HTTP is the transfer protocol for Web sites, the Web is able to accommodate all the earlier types of protocols. Therefore, using the WWW, you can connect not only to Web sites, but also to FTP, TELNET, and Gopher sites. Simply type in the URL for the site in the file location box of the Web browser. Typical URLs for each of these protocols are:

ftp://ftp.eff.org
telnet://ux1.cso.uiuc.edu
gopher://ericps.ed.uiuc.edu
http://ericps.ed.uiuc.edu/ericeece.html

In the last example, a file name is included. This file is the "home page" for ERIC/EECE. A home page is the introductory page for a Web site. It typically provides general information about the site and hypertext links to other "pages" that represent the various sections of the site. It is not necessary to "enter" a Web site at the home page (although that is convenient). If you know the URL of a particular page in the site (for example, if someone tells you or after you've visited the site a few times), you can go straight to that page. For example, if you wanted to go straight to the table of contents of ERIC/EECE's Spring 1996 Newsletter, you can type in the URL:

http://ericps.ed.uiuc.edu/pubs/nl/nlspr96.html

Using Web Browsers

Use of Web browsers is generally simple and straightforward. Here we will highlight a few of the features of Web browsers to get you started. We are using Netscape 2.0 as the Web browser upon which we base these instructions, but other Web browsers have similar or almost identical functions or feature names. For example, in Netscape one goes to a URL by choosing "File—Open Location"; in Mosaic this same function is "File-Open Document URL."

- *Connecting to a URL.* Choose "File" from the option bar, then select "Open Location." A file location box will appear; type in the URL you want to visit.

- *Using hypertext links.* Text that is highlighted in a different color (the default is usually blue, but this can be changed) from other text, as well as some graphics, is a hypertext link to another document, either on the same or a different Web site. To access this link, simply move the cursor over the text and click with the left mouse button.

- *Moving backwards.* There are at least three ways to move backwards. First, move the cursor to the "Back" button at the top of the screen and click (with the left mouse button) to go back to the previous document. Second, select "Go" from the option bar at the top of the screen. A list of the documents you have recently visited will appear; scroll to the one you want to revisit and click. Third, scroll to the bottom of the page you are looking at. Often, there will be a series of hypertext options taking you backward (and forward too) to other documents. Point and click as with other hypertext links.

• *Viewing a document source.* With a document on screen, choose "View" from the option bar, then "Document Source." The source document, upon which the Web page is based, will then appear. This page has various HTML tags embedded in it. This function is useful if you want to learn something about using HTML. (More information about HTML, or "hypertext markup language" is provided in the section on "Creating a WWW page" below). This function is included here to help clarify the next instruction.

• *Saving a document.* If you are viewing a document that you want to save, choose "File" from the option bar; then "File-Save As." Several boxes will appear. In one box, you choose the format in which you want the file to be saved. This will be either text (.TXT) or HTML (.HTM). If you want to read the straight text, choose .TXT. If you want to save the underlying HTML file behind the displayed page (for example, if you are learning HTML or are saving the file to use in an online demonstration), choose .HTM. You are also prompted to choose a file name, and a location on your PC in which to save the file.

NOTE: Though most files on the WWW are freely downloadable, pay attention to any copyright notices displayed on the page. Also, be aware that new copyright legislation in 1996 may impact the legality of downloading files from Web sites.

• *Finding words or phrases in a document.* Once a document is viewed on screen, you can locate words in the text of that document by selecting the "Find" button at the top of the screen. A box appears in which you type the word you want to find.

• *Using bookmarks.* If you find a very useful site that you want to visit regularly, you don't need to type in the URL every time. Simply access the document once; with the document fully loaded on screen, choose "Bookmark" from the option bar, then "Add Bookmark." The URL will be automatically saved in a bookmark file. The next time you want to visit that site or document, choose "Bookmark" again, then select the name of the site you want to visit from the bookmark list.

Using WWW Search Engines

There are several sites on the Web that provide search engines, by means of which Web users can search for information on the Web. These sites have many common features and some idiosyncrasies. Generally, after you access such a site, you will see a box in which you type a keyword or keywords relevant to the topic you are searching. Then you click on a "submit search" (or similarly named) button and the search is executed. When it is finished, usually in a few seconds, you will be presented with an explanation of what the search found (e.g., "Found 175 documents with keywords...") and a list of documents on the Web that fit the criteria of your keywords. The documents are usually listed in order of relevance, that is, the search engine lists first that document which it thinks is most relevant to your search.

Search engines vary in how many documents they display, how they interpret keywords, how they use Boolean searching (that is, AND, OR, and NOT search operators), whether they search for phrases as well as words, how many documents on the Web they search, how often they are updated, whether they allow searching in topical categories, and many other features. You will simply need to try various search engines. After doing so, you will probably develop a few favorites. Note that many people use Web search engines. As a result, these sites are often very busy and difficult to contact.

Many Web browsers have an option button that will automatically connect you to a list of search engines. For example, Netscape has a button called "Net search." Here is a list of URLs for some popular search engines.

Alta Vista	http://www.altavista.digital.com
Excite	http://www.excite.com
InfoSeek	http://www.infoseek.com
Inktomi	http://inktomi.berkeley.edu
Lycos search	http://lycos.cs.cmu.edu
Magellan	http://www.mckinley.com
Opentext	http://www.opentext.com
Point	http://www.pointcom.com
WebCrawler	http://webcrawler.com
World Wide Web Worm	http://wwww.cs.colorado.edu/wwww
WWW Yellow Pages	http://www.mcp.com:80/nrp/wwwyp
Yahoo	http://www.yahoo.com

There are now also some meta-search engines being developed. These search engines actually submit your search to several other search engines and then combine the results into one list. Once such meta-search engine is MetaCrawler, the URL for which is:

http://www.metacrawler.com.

Computer and Internet magazines from time to time have articles that rate search engines. Two of these can be found in the March/April 1996 issue of *Link-Up* (Fryxell, 1996) and in the May 1996 issue of *Internet World* (Venditto, 1996b).

Creating a WWW Page

The various hypertext links in home pages and other pages on Web sites are created using hyptertext markup language (HTML). Just as "codes" in word processing programs tell those programs how to display and print documents, so do "tags" in HTML tell Web browsers how to display documents. These tags not only provide instructions about hypertext links, but also about display features such as boldface, italics, headings, line breaks, insertion of graphics, etc.

To create a home page (or other pages) on the WWW, you need first of all to have a Web server on which to put your page once it is created. Your Internet provider may be able to provide you with space on a server.

After finding server space, you need to create your page. Web pages are created using HTML. The tags that comprise HTML can be typed in manually using a word processor, or they can be inserted using an HTML editor. In either case, it helps to have some knowledge of HTML. There are several ways to learn about HTML.

- *Workshops.* Often universities, colleges, or community colleges will provide workshops in the use of HTML to staff, faculty, students, or community members.

- *Viewing web documents.* By using the View Document Source feature of a Web browser (as explained above in the section on "Using Web browsers"), it is possible to learn about HTML from the way other creators of Web pages have used HTML.

- *Print manuals.* There are many books that describe the use of HTML. Any bookstore with a computer section will have a selection of these manuals. Some popular HTML books are *HTML for Fun and Profit* (Morris, 1995) and *The Web Page Design Cookbook* (1995).

- *Online manuals.* There are a number of manuals on the Internet itself that explain the use of HTML and the creation of Web pages. Some good introductory manuals are available from the National Center for Supercomputing Applications (NCSA) at the University of Illinois. The URLs for some online manuals from NCSA and other sources are:

  A Beginner's Guide to HTML
  http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html

  HTML Manual from the University of Toronto
  http://brutus.augie.edu/mirror/HTMLdocs/NewHTML/intro.html

  HTML Quick Reference
  http://kuhttp.cc.ukans.edu/lynx_help/HTML_quick.html

  HTML Overview by Russ Jones
  http://www.ora.com/gnn/bus/ora/features/html/index.html

  The Bare Bones Guide to HTML by Kevin Werbach
  http://werbach.com/barebones

Having learned about HTML, you can create HTML pages either by typing HTML tags into a document by hand, or by using an HTML editor. There are many HTML editors on the

market. These editors are periodically reviewed in computer and Internet magazines. The April 1996 issue of *Internet World* (Venditto, 1996a) reviews six HTML editors: PageMill, Spider, FrontPage, Internet Assistant, WebAuthor, and HoTMetal Pro. The 3.0 version of the Netscape Web browser, which is currently (May 1996) in the beta testing stage, is expected to have a built-in HTML editor.

Finding What You Want on the Internet

Many new Internet users think that finding what you want on the Internet is the most difficult and frustrating part of Internet use. The World Wide Web and various finding tools for the Internet make that task much easier, but the best way to get started is to ask a friend or colleague what sites are most useful. If your learning style makes you yearn for a "roadmap" to what's on the Internet, check out the May 1995 *MacUser* magazine, which contains an overview of Internet sites in all domains (not just education) in the format of those hard-to-fold interstate roadmaps (Engst, 1995).

Here are several strategies for finding what you want on the Internet.

- *Ask discussion group participants.* Customized help in finding resources on particular topics can be obtained by participating in discussion groups or listservs.

- *Use Internet finding tools for Gopher and WWW.* Several Internet finding tools are available. These include JUGHEAD and VERONICA, which allow Internet users to do a keyword search for information on Gopher sites. These search features are discussed above in the section on "Gopher." Many search engines are available for finding information on the World Wide Web. These search engines are discussed above in the section on "Using WWW Search Engines." Many education sites offer extensive listings of Internet resources on topics of interest to educators, such as Stanford University and the Illinois Learning MOSAIC.

- *Use Internet finding tools to find Listserv discussion lists.* This information is provided here, rather than in the section above on "Internet Mail Lists" because, at that point, no information had been presented on the WWW, URLs, and Web search engines.

  One way to find out about education-related listservs is to send a command to any listserv computer requesting a global lists of all listservs. Actually, this method *used* to be effective when the number of listservs was small. Now (May 1996) the number is so great that the size of the file containing the list is unmanageably large. However, it is still possible to send a command to get a list of listservs with a keyword in their title or name. For example, to get a list of all listservs with "early childhood" in their title (a listserv name would not be long enough to contain those two words) send an email message to any listserv computer, such as:

listserv@postoffice.cso.uiuc.edu

In the body of the message, type the command:

lists global /early childhood

A better way to find a topical listserv is to use an Internet search engine, as described in the section above on "Using WWW Search Engines." In this case, use "listserv" as one keyword and your desired topic (perhaps "early childhood") as another.

Perhaps the best way to find a topical listserv is to use a "list of lists" on the WWW. These Web sites have already compiled lists of education-related listservs that you can browse through or search. Two such Web sites are:

Pitsco Technology Education Web Site (Home Page)
http://www.pitsco.com/wel.html
Pitsco's Launch to Educational Listservs (the list itself)
http://www.pitsco.com/p/listservs.html

Liszt: Directory of E-mail Discussion Groups
http://www.liszt.com

The Pitsco site contains an alphabetical list of listservs. The Liszt site contains an index of listservs, searchable by keyword.

• *Send an email message to AskERIC.* The ERIC Internet question-answering service called AskERIC can provide pointers to specific resources, such as penpal programs for children. Requests for information should be mailed to askeric@ericir.syr.edu. AskERIC (and its parent-related component, PARENTS AskERIC) is a good source for information on all topics related to education and can be used by parents, educators, or anyone else interested in education. "InfoGuides" housed at the AskERIC Gopher and Virtual Library offer pointers to Internet (and print) resources on such topics as children's literature, child abuse, home schooling, and the media and children.

Or, obviously,

Use this book to get started!

For More Information

Books

(See also the ERIC bibliography in Chapter 5.)

Ellsworth, Jill H. (1994). *Education on the Internet: A Hands-on Book of Ideas, Resources, Projects, and Advice.* Indianapolis, IN: Sams Publishing.

Engst, Adam C. (1995). Making the Internet Connection. *MacUser* 11(5 May): 66-73.

Frazier, Daneen; Kurshan, Barbara; and Armstrong, Sara. (1995). *Internet for Kids.* San Francisco: Sybex.

Fryxell, David A. (1996). 9 Web Search Sites Examined. *Link-Up* 13(2, March/April):29-30.

Joseph, Linda. (1995). *World Link: An Internet Guide for Educators, Parents, and Students.* Columbus, OH: Original Works/Greyden Press.

Krol, Ed, and Bruce C. Klopfenstein. (1996). *The Whole Internet User's Guide & Catalog.* Belmont, CA: Wadsworth Publishing Co.

Li, Xia; Crane, Nancy B. (1993). *Electronic Style: A Guide To Citing Electronic Information.* Westport, CT: Meckler Publishers. (A revision of this text is planned for release in August, 1996.)

Miller, Elizabeth B. (1995). *Internet Resource Directory for K-12 Teachers and Librarians.* Englewood Cliffs, CO: Libraries, Unlimited.

Morris, Mary E.S. (1995). *HTML for Fun and Profit.* Old Tappan, NJ: Prentice Hall.

Place, Ron, Klaus Dimmler, Thomas Powell, and Ron Chapman. (1996) *Educator's Internet Yellow Pages.* Old Tappan, NJ: Prentice Hall.

Point Communications. (1996). *Internet Yellow Pages.* Thousand Oaks, CA: New Riders.

Soloway, Elliot. (1993). Reading and Writing in the 21st Century. *EDUCOM Review* 28(1-Jan-Feb):26-29.

Venditto, Gus. (1996a). Dueling Tools: IW Labs Tests 6 HTML Authoring Programs. *Internet World* 7(4, April):36-49.

Venditto, Gus. (1996b). Search Engine Showdown: IW Labs Tests Seven Internet Search Tools. *Internet World* 7(5, May):78-86.

The Web Page Design Cookbook: All the Ingredients You Need to Create 5-Star Web Pages. (1995). Somerset, NJ: John Wiley & Sons.

Newsletters and Magazines

Of the dozens of magazines, newsletters, and journals that offer information useful to early childhood educators, these are the two that we hear the most about from early childhood educators already online. A longer listing will be available in the next update, but these two can help you get started.

Classroom Connect. A monthly educator's guide to Internet and commercial online services. A free sample copy available by calling (800) 638-1639. $39/year for 9 issues.

Classroom Connect
1866 Colonial Village Lane
Lancaster, PA 17605-0488

Electronic Learning. The Magazine for Technology and School Change. $23.95/year for 8 issues. (800) 544-2917.

Electronic Learning
P.O. Box 53797
Boulder, CO 80322

Online Workshops

There is an online Internet workshop called *Roadmap for the Information Superhighway: Interactive Internet Training Workshop.*

What is *Roadmap*?

Roadmap is an interactive Internet training workshop designed to teach new and old "Net travellers" how to travel around the rapidly expanding (and frequently confusing) Information Superhighway without getting lost. Using the latest information available coupled with guest lectures from some of today's most respected Internet leaders, *Roadmap '95* is one of the best known Internet training workshops. *Roadmap* is offered at no cost.

To participate in *Roadmap,* you will need electronic mail access (although TELNET is also useful). *Roadmap* is presented through the "NewbieNewz" mail list. When you subscribe to

NewbieNewz you will receive all the information you need to participate, including the materials and information on the topics being covered. Each lesson in *Roadmap* takes no more than 10 or 15 minutes to read. There are 30 lessons.

For more information about *Roadmap* and about the next *Roadmap* training workshop, contact:

Owner-NewbieNewz@io.com

Chapter 2

Electronic Discussion Groups for Early Childhood Educators

Some Common Email Discussion List Commands

Each electronic mail discussion list has two electronic addresses associated with it: (1) a "list address," which is the address to use when you want to send a message to be read by all the list subscribers; and (2) an "administrative address," which is the address to use when you want to send commands or requests concerning your list subscription.

There are several types of email discussion lists, depending on the type of software on which the list is based. These instructions present some common commands for three types of lists: (1) LISTSERV; (2) MAJORDOMO; and (3) LISTPROC. Note that not all commands are available on all types of lists.

After you have subscribed to a mail list, you will get an email message back from the computer that operates the list. This message will notify you of your subscription, provide some information about the list to which you have subscribed, and describe some common commands to use on the list. *Save this message for future reference.*

For each of the commands listed below, send the command in an email message to the administrative address of the list. Leave the subject line of the message blank. In the body of the message, type the information as indicated. Do not include a signature with your email message.

1. Subscribing to a list

LISTSERV
subscribe LISTNAME YourFirstName YourLastName

MAJORDOMO
subscribe LISTNAME YourEmailAddress

LISTPROC
subscribe LISTNAME YourFirstName YourLastName

2. Leaving a list

LISTSERV
signoff LISTNAME

MAJORDOMO
unsubscribe LISTNAME YourEmailAddress

LISTPROC
unsubscribe LISTNAME

3. Setting mail options for digest format (that is, all the day's messages compiled into a single message)

LISTSERV
    Set LISTNAME digest

LISTPROC
    set LISTNAME mail digest

4. Setting mail options for individual messages (this is the default setting when you subscribe; you might use this command if you've set your option to digests and you decide you want individual messages instead)

LISTSERV
    Set LISTNAME mail

LISTPROC
    Set LISTNAME mail ack

5. Temporarily suspending mail from a list (e.g., when you go on vacation)

LISTSERV
    Set LISTNAME nomail

LISTPROC
    Set LISTNAME mail postpone

6. Resuming mail from a suspended list

Send the commands for individual messages or for digest messages that are explained above.

7. Obtaining a list of commands

LISTSERV
    help
OR
    info refcard

MAJORDOMO
    help

CAMPUSCARE-L

Name: CAMPUSCARE-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: CAMPUSCARE-L is an unmoderated electronic discussion list devoted to topics related to the concerns of staff, faculty, and administrators in laboratory schools or children's centers on university or college campuses, in early childhood education campuses, in early childhood education departments, and in family-work programs; and of others interested in campus environments for children.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: CAMPUSCARE-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801
Phone: (800) 583-4135; (217) 333-1386
Fax: (217) 333-3767
listadmn@ericps.ed.uiuc.edu

Pamla Boulton
Director, Child Care Center
University of Wisconsin-Milwaukee
2114 E. Kenwood Boulevard
Milwaukee, WI 53211
Phone: (414) 229-5384
Boulton@csd.uwm.edu

Subscription Directions: To subscribe, send an email message to
listserv@postoffice.cso.uiuc.edu

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe CAMPUSCARE-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

CSHCN-L

Name: CSHCN-L@nervm.bitnet

Sponsor: Institute for Child Health Policy

Description: The purpose for the CSHCN-L is to establish an electronic network of individuals with shared interests, both professional and personal, in children with special health care needs. The CSHCN-L provides the opportunity to exchange ideas, identify exemplary programs addressing the needs of the population of children with special health care needs and their families, and initiate a dialogue of the critical issues which need to be identified and articulated to inform the current debates.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@nervm.bitnet
Discussion Address: CSHCN-L@nervm.bitnet

Contact: Donna Hope Wegener
MCH-NetLink Project
5700 SW 34th Street, Suite 323
Gainesville, FL 32607-5367
Tel. 904-392-5904/FAX 904-392-8822
donnahope_wegener@qm.server.ufl.edu

Subscription Directions: To subscribe, send an email message to
listserv@nervm.nerdc.ufl.edu
or listserv@nervm.bitnet

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe CSHCN-L {your first name} {your last name}

6/96

Notes:

CYE-L (Children, Youth and Environments List)

Name: CYE-L@cunyvms1.gc.cuny.edu

Sponsor: Graduate Center of the City University of New York

Description: This is a multidisciplinary list open to professionals in the social sciences, environmental and design disciplines, early childhood education, child psychology and child development, and other related fields. The list also welcomes children and youth interested in the same issues. The goal of the list is to establish and increase communication among individuals who work with children and youth and the physical (designed and natural) environment. CYE-L was born as a result of discussions that took place at the 26th annual meeting of the Environmental Design Research Association (EDRA) in Boston, March 1994. It will operate as a part of the EDRA Children, Youth, and Environments Network, though other non-EDRA members are cordially welcome to join the list (and, if you later wish, to join the CYE Network and EDRA).

Type of Resource: Listserv mail list

Address: Administrative Address: LISTSERV@cunyvms1.gc.cuny.edu
Discussion Address: CYE-L@cunyvms1.gc.cuny.edu

Contact: Gary Moore of the University of Wisconsin-Milwaukee
(gtmoore@alpha1.csd.uwm.edu)
Sheridan Bartlett of the University of Massachusetts, Amherst
Selim Iltus
(ssi@cunyvms1.gc.cuny.edu)

Internet: ssi@cunyvms1.gc.cuny.edu or gtmoore@alpha1.csd.uwm.edu

Subscription Directions: To indicate your wish to subscribe to this list, please do either of the following:

1. If using a "Request" interface, send a message to:
CYE-L-REQUEST@cunyvms1.gc.cuny.edu

Leave the subject line blank.

In the first line of the body of the message, type:
SUBSCRIBE {your first name} {your last name}

2. If using a "Listserv" interface, send a message to:
LISTSERV@cunyvms1.gc.cuny.edu

Leave the subject line blank.

In the first line of the body of the message, type:
SUBSCRIBE CYE-L {your first name} {your last name}

If unsure which interface your computer system uses, try #2 first.

This is a closed list, meaning that Selim Iltus will review subscription requests, and, more importantly, only those who are members of the list can post to the list, i.e., no unwanted solicitations will appear on the list. Once you are subscribed and receive a confirmation message, you can post messages to the list by sending email to:

CYE-L@cunyvms1.gc.cuny.edu

Further administrative requests regarding this list should be sent to:
Internet: CYE-L-request@cunyvms1.gc.cuny.edu

6/96

Notes:

ECENET-L

Name: ECENET-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: ECENET-L is a discussion list for anybody interested in early childhood education. Operated by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois, ECENET-L is the place where parents, teachers, representatives of professional associations and government agencies, faculty and researchers, students and teachers, librarians, and anyone else interested in early childhood education come together to share ideas, resources, problems, and solutions.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: ECENET-L@postoffice.cso.uiuc.edu

Contact: Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801
Phone: (800) 583-4135; (217) 333-1386
Fax: (217) 333-3767
listadmn@ericps.ed.uiuc.edu

Subscription Directions: To subscribe, send an email message to
listserv@postoffice.cso.uiuc.edu

Ignore the "subject" line.

In the first line of the message area type
subscribe ECENET-L {Your First Name} {Your Last Name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

ECEOL-L (Early Childhood Education Online)

Name: ECEOL-L@Maine.Maine.edu

Sponsor: University of Maine

Description: Goals of Early Childhood Education Online include the support of early childhood educators, parents, and the children they care for, through information exchange at a variety of levels. Topics of interest include practical issues and questions related to caring for young children and the sharing and exchanging of ideas.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@maine.maine.edu
Discussion Address: ECEOL-L@maine.maine.edu

Contact: Bonnie Blagojevic
The Sharing Place
Talmar Wood, The Housing Foundation
Orono, Maine 04473
bonnieb@maine.maine.edu

Subscription Directions: To subscribe, send an email message to
listserv@maine.maine.edu

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe ECEOL-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

ECPOLICY-L

Name: ECPOLICY-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: ECPOLICY-L provides a forum for discussion of policy issues related to young children. Discussion centers on (1) providing information about the development, care, and education of young children for state, federal, and local policymakers; (2) raising the awareness of policymakers, educators, the media, and parents about the issues important to the future of young children; and (3) encouraging responsiveness of the early childhood community to public issues affecting children. Membership is open to anyone interested in the future of young children.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: ECPOLICY-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801
Phone: (800) 583-4135; (217) 333-1386
Fax: (217) 333-3767
listadmn@ericps.ed.uiuc.edu

Barbara Willer
NAEYC
1509 16th Stredet, SE
Washington, DC 20036-1426
1-800-424-2460
AAUJ82@prodigy.com

Subscription Directions: To subscribe, send an email message to
listserv@postoffice.cso.uiuc.edu

Ignore the "Subject" header of the email.

In the message body type
subscribe ECPOLICY {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

GTOT-L

Name: GTOT-L@eskimo.com

Description: Discusses topics related to very young children who are gifted or potentially gifted. Generally, at ages under 6 years old, the label "gifted" cannot be properly applied. There seems to be some consensus that *almost all* children display such a large learning capacity when very young, that distinguishing those who will later be called gifted from those who are developing early is impossible. As a result relatively little research is being done and relatively little information is available to parents and care-givers about how best to cope with and how best to care for children who display unusual talents at a very young age. This list is intended to help fill the void of available information.

Type of Resource: Majordomo mail list

Address: Administrative Address: majordomo@eskimo.com
Discussion Address: GTOT-L@eskimo.com

Subscription Directions: To subscribe, send an email message to
majordomo@eskimo.com

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe GTOT-L

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

KIDS-EL

Name: KIDS-EL@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-EL is a list about raising elementary school children, and discusses issues, problems, suggestions, and solutions. The list focuses on **AGES 5 - 9 YEARS**.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-EL@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr

Subscription Directions: To subscribe, send an email message to
listserv@vm.ege.edu.tr

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe KIDS-EL {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

KIDS-IF

Name: KIDS-IF@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-IF is a list about raising infant children, and discusses issues, problems, suggestions, and solutions. The list focuses on **AGES 3 MONTHS TO 1 YEAR**.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-IF@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr

Subscription Directions: To subscribe, send an email message to
listserv@vm.ege.edu.tr

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe KIDS-IF {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

KIDS-NB

Name: KIDS-NB@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-NB is a list about raising newborn children, and discusses issues, problems, suggestions, and solutions. The list focuses on **AGES 0-3 MONTHS**.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-NB@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr

Subscription Directions: To subscribe, send an email message to
listserv@vm.ege.edu.tr

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe KIDS-NB {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

KIDS-PR

Name: KIDS-PR@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-PR is a list about raising preschool children, and discusses issues, problems, suggestions, and solutions. The list focuses on **AGES 3 - 5 YEARS**.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-PR@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr

Subscription Directions: To subscribe, send an email message to
listserv@vm.ege.edu.tr

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe KIDS-PR {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

KIDS-TO

Name: KIDS-TO@vm.ege.edu.tr

Sponsor: Ege University in Bornova, Izmir, Turkey

Description: KIDS-TO is a list about raising toddlers, and discusses issues, problems, suggestions, and solutions. The list focuses on **AGES 1 - 4 YEARS**.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@vm.ege.edu.tr
Discussion Address: KIDS-TO@vm.ege.edu.tr

Contact: Turgut Kalfaoglu
Ege University in Bornova, Izmir, Turkey
turgut@vm.ege.edu.tr

Subscription Directions: To subscribe, send an email message to
listserv@vm.ege.edu.tr

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe KIDS-TO {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

MULTIAGE Discussion List

Name: Multiage@services.dese.state.mo.us

Sponsor: Ridgeway Elementary School, Columbia, Missouri

Description: This discussion list is devoted to the interests of multiage schooling. The goal of this list is to create a knowledge base of multiage learning and teaching via electronic networking. This list aims to provide an avenue for persons interested in multiage learning to interface through the list. Possible topics of discussion include, but are not confined to: sharing curriculum ideas; discussing social interplay in development of students in multiage learning settings; providing and requesting pertinent research; and providing a forum for related questions and answers. The list was established as part of a grant received by the school.

Type of Resource: Listprocessor discussion group

Address: Administrative Address: LISTPROC@services.dese.state.mo.us
Discussion Address: MULTIAGE@services.dese.state.mo.us

Contact: catchley@mail.coin.missouri.edu

Subscription Directions: To subscribe, send an email message to:
LISTPROC@services.dese.state.mo.us

Leave the subject line blank.

In the first line of the message area type:
Subscribe {first-name} {last-name}

Further administrative requests regarding this list should be sent to:
LISTPROC@services.dese.state.mo.us

6/96

Notes:

PARENTING-L

Name: PARENTING-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: PARENTING-L is an Internet discussion group on topics related to parenting children (including child development, education, and care) from birth through adolescence. Discussion ranges from family leave and parental rights issues, to parents as partners in their children's education, to the changes we see in our children as they leave high school and begin college or get their first job. Owned and managed by the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana-Champaign, and funded by the Office of Educational Research and Improvement, U.S. Department of Education, PARENTING-L provides an important forum for discussion and sharing information.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: PARENTING-L@postoffice.cso.uiuc.edu

Contact: Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801
Phone: (800) 583-4135; (217) 333-1386
Fax: (217) 333-3767
listadmn@ericps.ed.uiuc.edu

Subscription Directions: To subscribe, send an email message to
listserv@postoffice.cso.uiuc.edu

Ignore the "Subject" header of the email.

In the message body type
subscribe PARENTING-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

PROJECTS-L

Name: PROJECTS-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: PROJECTS-L is a listserv discussion list for anybody interested in the use of the project approach in early childhood, elementary, and middle level education. For the purposes of this discussion list, the Project Approach is defined as "an in-depth study of a topic undertaken by a class, a group, or an individual child." Typically, the Project Approach refers to children's collaborative studies of "real world" topics that offer opportunities for observation and measurement of actual phenomena. Additional information about the Project Approach can be found on Sylvia Chard's "Project Approach Home Page" at:

http://www.ualberta.ca/~schard/projects.htm

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: PROJECTS-L@postoffice.cso.uiuc.edu

Contact:

Dianne Rothenberg
Associate Director, ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801
Phone: (800) 583-4135; (217) 333-1386
Fax: (217) 333-3767
listadmn@ericps.ed.uiuc.edu

Sylvia Chard
Associate Professor of Education
Department of Elementary Education
551 Education Building South
University of Alberta
Edmonton, Alberta, Canada T6G 2G5
Phone: (403) 492-0549
schard@gpu.srv.ualberta.ca

Subscription Directions: To subscribe, send an email message to

listserv@postoffice.cso.uiuc.edu

Ignore the "Subject" header of the email.

In the message body type

subscribe PROJECTS-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

REGGIO-L

Name: REGGIO-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education and the Merrill-Palmer Institute at Wayne State University

Description: REGGIO-L is the place where early childhood educators, researchers, students, parents, and others who have an ongoing interest in the Reggio Emilia approach to early childhood education can discuss the educational philosophy behind the Reggio Emilia program, teaching approaches and essential elements of the program, its adaptation in the United States, and other related topics.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: REGGIO-L@postoffice.cso.uiuc.edu

Contact: Bernard Cesarone
ERIC/EECE
University of Illinois at Urbana-Champaign
805 W. Pennsylvania
Urbana, IL 61801-4897
(800) 583-4135 (217) 333-1386
cesarone@uiuc.edu

Subscription Directions: To subscribe, send an email message to
listserv@postoffice.cso.uiuc.edu

Leave the subject line blank.

In the first line of the message area type
subscribe REGGIO-L {Your First Name} {Your Last Name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

SAC-L

Name: SAC-L@postoffice.cso.uiuc.edu

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education and the School-Age Child Care Project (SACC Project) at the Center for Research on Women at Wellesley College

Description: SAC-L is a discussion list for anybody interested in school-age care planning, resources, activities, funding, staff and staff development, and related subjects.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@postoffice.cso.uiuc.edu
Discussion Address: SAC-L@postoffice.cso.uiuc.edu

Contact: Dianne Rothenberg (listadmn@ericps.ed.uiuc.edu)
Lillian Coltin (lcoltin@wellesley.edu)

ERIC/EECE
University of Illinois at Urbana-Champaign
805 W. Pennsylvania
Urbana, IL 61801-4897
(800) 583-4135 (217) 333-1386

Subscription Directions: To subscribe, send an email message to
listserv@postoffice.cso.uiuc.edu

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe SAC-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

SNEPARENTALK-L

Name: SNEPARENTALK-L@schoolnet.carleton.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNEPARENTALK-L provides a forum for discussion of children with "special needs," defined as those who require a level of specialized services in one or more of the spheres of learning (affective, cognitive, psychomotor). Affiliated with SNETALK and SNETEACHTALK, this listserv specifically addresses parents' concerns and needs regarding their children's special needs. Parents should find this listserv to be a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNEPARENTALK is to educate parents about special needs education through healthy conversations.

Type of Resource: List Processor mail list

Address: Administrative Address: listproc@schoolnet.carleton.ca
Discussion Address: SNEPARENTALK-L@schoolnet.carleton.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
CTTC Building, Suite 4200
1125 Colonel By Drive
Ottawa, Ontario
Canada K1S KR1
Phone: (800) 461-5945 (613) 788-4069
sne@schoolnet.ca

Subscription Directions: To subscribe, send an email message to
listproc@schoolnet.carleton.ca

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe SNEPARENTALK-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

SNETALK-L

Name: SNETALK-L@schoolnet.carleton.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNETALK is an open, unmoderated list which provides a forum for people to discuss topics of general interest in special needs education. Participants from all walks of life are welcome. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective, cognitive, psychomotor). Affiliated with SNETEACHTALK and SNEPARENTALK, this listserv is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNETALK is to facilitate the improvement of special needs education through healthy conversations.

Type of Resource: List Processor mail list

Address: Administrative Address: listproc@schoolnet.carleton.ca
Discussion Address: SNETALK-L@schoolnet.carleton.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
CTTC Building, Suite 4200
1125 Colonel By Drive
Ottawa, Ontario
Canada K1S KR1
Phone: (800) 461-5945 (613) 788-4069
sne@schoolnet.ca

Subscription Directions: To subscribe, send an email message to
listproc@schoolnet.carleton.ca

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe SNETALK-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

SNETEACHTALK-L

Name: SNETEACHTALK-L@schoolnet.carleton.ca

Sponsor: Special Needs Education Network, sponsored by the Schoolnet Project

Description: SNE-TEACHTALK is an open, unmoderated list which provides a forum for teachers to discuss topics of general interest in special needs education. Educators of all types are welcome. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective, cognitive, psychomotor). Affiliated with SNETALK and SNEPARENTALK, this listserv is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNETEACHTALK is to facilitate the improvement of special needs education through healthy conversations.

Type of Resource: List Processor mail list

Address: Administrative Address: listproc@schoolnet.carleton.ca
Discussion Address: SNETEACHTALK-L@schoolnet.carleton.ca

Contact: Keenan Wellar, Project Manager
Special Needs Education Network
CTTC Building, Suite 4200
1125 Colonel By Drive
Ottawa, Ontario
Canada K1S KR1
Phone: (800) 461-5945 (613) 788-4069
sne@schoolnet.ca

Subscription Directions: To subscribe, send an email message to
listproc@schoolnet.carleton.ca

Ignore the "Subject" header of the email.

In the first line of the message area type
subscribe SNETEACHTALK-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

WYCOOL-L

Name: WYCOOL-L@uconnvm.uconn.edu

Sponsor: A.J. Pappanikou Center Technology Lab at the University of Connecticut and the Chatbook Trust of the United Kingdom

Description: Way Cool Software Reviews is intended to give students and others a chance to review software they use at home or at school that they feel is "way cool" and see their reviews published on the listserv and the World Wide Web at the following address: *http://www.ucc.uconn.edu/~wwwpcse/wcool.html*. It also provides a site for teachers, students, parents, and others to learn about software others feel is educationally sound. Contributions to this listserv have been made by youngsters as young as three years old up to very experienced teachers. A special focus of the listserv is software which is useful for individuals with disabilities, although reviews from all areas of interest are welcome.

Type of Resource: Listserv mail list

Address: Administrative Address: listserv@uconnvm.uconn.edu
Discussion Address: WYCOOL-L@uconnvm.uconn.edu

Contact: Chauncy N. Rucker, Ph.D.
Director, A.J. Pappanikou Center Technology Lab
The University of Connecticut
249 Glenbrook Road, U-64
Storrs, CT 06269-2064
Phone: (860) 486-0165 Fax: (860) 486-5037
Rucker@uconnvm.uconn.edu

Subscription Directions: To subscribe, send an email message to
listserv@uconnvm.uconn.edu

Ignore the "Subject" header of the email.

In the message body type
subscribe WYCOOL-L {your first name} {your last name}

DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

6/96

Notes:

Chapter 3

Internet Sites for Early Childhood Educators

ACCESS ERIC

Name: ACCESS ERIC

Sponsor: Aspen Systems, Inc.

Description: ACCESS ERIC is a component of the ERIC system. This site contains the complete text of many systemwide ERIC publications, such as the Pocket Guide to ERIC, Parent Brochures, and recent issues of *The ERIC Review* (including the 1993 issue on K-12 computer networking).

Type of Resource: Gopher; Web

Address: gopher://gopher.aspensys.aspensys.com:74/11/eric
Path: http://aspensys3.sapensys.com/eric/

Contact: Barak Stussman (bstussma@aspensys.com)

Postal address:
ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850-3172

4/96

Notes:

ALLIANCE FOR PARENTAL INVOLVEMENT

Name: Alliance for Parental Involvement (ALLPIE)

Sponsor: Alliance for Parental Involvement (ALLPIE) in Education, Inc.

Description: ALLPIE is a nonprofit organization which assists and encourages parental involvement in all types of schooling including public, private, and at-home. The site includes a conference calendar, a sample of the ALLPIE newsletter, and information on how to access their extensive resource lending library on parenting, parent involvement, and home schooling.

Type of Resource: Web

Address: http://www.croton.com/allpie/

Contact: allpie@taconic.net

Postal address:
ALLPIE
P.O. Box 59
East Chatham, NY 12060-0059
518-392-6900

6/96

Notes:

AMERICAN PSYCHOLOGICAL ASSOCIATION

Name: American Psychological Assocation

Sponsor: American Psychological Association (APA)

Description: Provides convention, membership information, and a description of each APA Division, including the "Child, Youth, and Family Services," "Family Psychology," and "Developmental Psychology" Divisions. Currently, the site includes selected articles from the April 1996 *APA Monitor* on topics such as the influence of culture upon fathers and a recently released APA study on family violence.

Type of Resource: Gopher, Web

Address: gopher://gopher.apa.org
http://www.apa.org

Contact: webmaster@apa.org

Postal address: Internet Manager
Public Communications
American Psychological Association
750 First St., NE
Washington, DC 20002

4/96

Notes:

ANIMAL TRACKS ON-LINE

Name: Animal Tracks On-Line

Sponsor: National Wildlife Federation

Description: This site contains environmental education lessons and activities for classrooms, divided into these areas: Air; Habitat; People and the Environment; Wildlife and Endangered Species; and Water. Lessons for K-3 include movement and art activities. Ordering information is included for a FREE kit, "Animal Tracks", which includes a teachers guide with 40 hands-on activities and a children's book with puzzles, poems, games, and facts.

Type of Resource: Web

Address: http://www.nwf.org/nwf/ed

Contact: National Wildlife Federation (feedback@nwf.org)

Postal address:
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22184
1-800-432-6564

5/96

Notes:

ARTS ED NET

Name: ArtsEdNet

Sponsor: Getty Center for Education in the Arts

Description: Arts Ed Net is an on-line service which facilitates the exchange of ideas and information on K-12 arts education. The site contains innovative lesson plans and other curricular resources; a library of discipline-based art education resources; full text articles of current issues in art education; and opportunities to participate in on-line discussion and professional development.

Type of Resource: Web

Address: http://www.artsednet.getty.edu/

Contact: artsednet@getty.edu

Postal address:
Arts Education Net
401 Wilshire Blvd., Suite 950
Santa Monica, CA 90401
310-395-6657

5/96

Notes:

ASKERIC VIRTUAL LIBRARY

Name: AskERIC Virtual Library

Sponsor: ERIC Clearinghouse on Information and Technology, Syracuse University; U.S. Department of Education, Office of Educational Research and Improvement

Description: The AskERIC Virtual Library is a large site that contains lesson plans for pre-K through Grade 12; AskERIC "collections," including InfoGuides to Internet resources on a wide range of topics (child abuse, children's literature, home schooling, and many others), listserv archives, and bibliographies. It also features ERIC Digests, education conferences listed by month, the AskERIC "toolbox" of Internet search tools; and a new interface for searching the ERIC database on the Web. This is the home of AskERIC, an award-winning, Internet-based question-answering service which current responds within 2 working days to approximately 500-700 questions per week. Questions from AskERIC are routed to the ERIC Clearinghouse best suited to respond to the request. Questions can be sent to askeric@ericir.syr.edu for an individualized response.

Type of Resource: Gopher; Web

Address: gopher://ericir.syr.edu
http://ericir.syr.edu

Contact: Nancy Morgan (nancy@ericir.syr.edu)

Postal address: ERIC Clearinghouse on Information and Technology
Syracuse University
Center for Science and Technology
4th Floor, Room 194
Syracuse, NY 13244-4100
Telephone: 315-443-3640, 800-464-9107
315-443-5448 (Fax)

6/96

Notes:

AT HOME DAD

Name: At-Home Dad Newsletter

Sponsor: ParentsPlace.com

Description: *At-Home Dad* is a quarterly newsletter developed by an at-home father to provide connections and resources for the 2 million fathers who stay at home with their children. The newsletter usually consists of six parts such as a feature story, a spotlight on a dad, a home business, activities to do with kids, a list of resources for at-home dads, and an at-home network that puts at-home dads in touch with each other.

Type of Resource: Web

Address: http://www.parentsplace.com/readroom/athomedad/index .html

Contact: Peter Batlies (athomedad@aol.com)

Postal address:
At-Home Dad
61 Brightwood Avenue
North Andover, MA 01845-1702

5/96

Notes:

BBN'S NATIONAL SCHOOL NETWORK TESTBED

Name: BBN's National School Network Testbed

Sponsor: Bolt, Beranek and Newman's NSF-Funded National School Network Testbed

Description: A resource for addressing the fundamental problems in establishing a universally-accessible network of K-12 schools, the National School Network Testbed seeks to extend the national information infrastructure into schools and bring together classroom communities, teachers, collaborating institutions and technology. Includes descriptions of Testbed projects including *Community of Explorers, InternNet, MicroMouse (Middle Schools), Urban Math Collaboratives* and *Shadows (Elementary Schools).*

Type of Resource: Gopher; Web

Address: gopher://copernicus.bbn.com:70/11/testbed
http://copernicus.bbn.com/testbed2/

Contact: tbweb@copernicus.bbn.com

Postal address: Bolt Beranek & Newman, Inc.
Educational Technologies Department
150 Cambridge Park Drive
Cambridge, MA 02138
617-873-4277

4/96

Notes:

BIG SKY TELEGRAPH

Name: Big Sky Telegraph

Sponsor: Big Sky Telegraph (BST) was created by grants from the US West Foundation of Montana and the M. J. Murdoc Charitable Trust.

Description: Contains many lessons plans for K-12 education gathered by the Columbia Education Center (CEC). The CEC is a consortium of teachers from 14 western states who are working together to improve education in general and rural education in particular. Each summer they hold training institutes in Portland and each fall, after all the lesson plans are gathered together, BST makes them available on their bulletin board. There are several hundred lesson plans currently on the bulletin board.

The lesson plans cover language arts, mathematics, science, social studies, and miscellaneous topics. The lesson plans typically consist of title, author, grade level, overview, purpose, objective, resource and materials, activities and procedures, and summary.

Type of Resource: Gopher

Address: gopher://bvsd.k12.co.us:70/11/Educational_Resources/Lesson_Plans/Big%20Sky/

Contact: for Big Sky in general:
Frank Odasz (franko@bigsky.dillon.mt.us),

for lesson plans in particular:
Jon Robinson (jonr@bigsky.dillon.mt.us):

5/96

Notes:

CENTER FOR CAREER DEVELOPMENT IN EARLY CARE AND EDUCATION

Name: Center for Career Development in Early Care and Education

Sponsor: Center for Career Development in Early Care and Education, Wheelock College

Description: The Center for Career Development in Early Care and Education at Wheelock College was founded in 1991 to improve the quality of early care and education for children by creating a viable career development system for early childhood practitioners; and promote the definition of early care and education both as a professional field and as a field of study. The Center's Web site contains information about the Center, a list of publications, information about seminars in child care administration, information about the Centers for Child Care Policy and Training at Wheelock College, and a list of links to other child care and professional development resources on the Internet.

Type of Resource: Web

Address: http://ericps.ed.uiuc.edu/ccdece/ccdece.html

Contact: Andrea Genser, Director

Postal address:
Center for Career Development in Early Care and Education
Wheelock College
200 The Riverway
Boston, MA 02215
617-734-5200 ext. 211
FAX: 617-738-0643

6/96

Notes:

CENTER FOR CHILDREN WITH CHRONIC ILLNESS AND DISABILITY

Name: Center for Children with Chronic Illness and Disability

Sponsor: University of Minnesota

Description: The Center for Children with Chronic Illness and Disability (C3ID) conducts research and applies knowledge to foster the physical, psychological and social development, and competence of infants, children and adolescents with chronic illness or disability. C3ID makes research findings available to parent educators, health care professionals, and other concerned individuals and groups.

Type of Resource: Web

Address: http://www.peds.umn.edu/centers/c3id/mission.html

Contact: c3id@gold.tc.umn.edu

Postal address:
Center for Children with Chronic Illness and Disability
P.O. Box 721
420 Delaware Street, SE
Minneapolis, MN 55455-0374
612-626-4032
612-626-2134 (Fax)

5/96

Notes:

CHILDREN, STRESS & NATURAL DISASTERS

Name: Children, Stress, and Natural Disasters

Sponsor: Cooperative Extension Service of the University of Illinois at Urbana-Champaign

Description: This section of a Web site on Disaster Preparedness and Recovery is a set of resources for teachers and other child-care or youth workers that helps prepare them for working with children who have been through a disaster. The resources include:

(1) *Guide for Teachers*, which provides information that describes what children might experience during and after a disaster and what teachers can do to help students during the recovery period. The items under this section relate to all educational levels generally.

(2) *School Activities for Teachers*, which provides suggestions for activities that teachers can use in their classrooms after a disaster, curriculum guides on disaster-related topics, a bibliography of children's literature on floods and natural disasters, and a list of resource material available from the American Red Cross for little or no cost. The activities and curriculum guides are related to specific educational levels, including preschool and early elementary grades.

Type of Resource: Web

Address: http://www.ag.uiuc.edu/~disaster/disaster.html

Contact: Aaron T. Ebata, Ph.D. (ebataa@idea.ag.uiuc.edu)

Postal address:
University of Illinois at Urbana-Champaign
905 S. Goodwin Avenue
Urbana, IL 61801
217-333-2912
217-333-9061 (Fax)

5/96

Notes:

CHILDREN'S DEFENSE FUND

Name: Children's Defense Fund (CDF)

Sponsor: Children's Defense Fund

Description: The Children's Defense Fund provides a strong voice for America's children, who cannot vote, lobby, or speak out for themselves. Focusing on the needs of poor, minority and disabled children, CDF seeks to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. The site includes information on: the Black Community Crusade for children; gun control; ways to help children; ordering information for CDF publications; and statistics on the status of children today.

Type of Resource: Web

Address: http://www.tmn.com/cdf/index.html

Contact: cdf@tmn.com

Postal address:
Children's Defense Fund
25 East Street, NW
Washington, DC 20001
202-628-8787

5/96

Notes:

THE CHILDREN'S LITERATURE WEB GUIDE

Name: The Children's Literature Web Guide

Sponsor: David K. Brown, Librarian, University of Calgary

Description: This site is a virtual warehouse of internet links for children's literature. It is divided into user friendly topic headings such as complete books on line, children's book awards, and movies and television shows based on children's books. In addition, it has excellent lists of literature resources geared to teachers, parents, storytellers, etc. Finally, this site contains information about many of the authors which can be included in lessons.

Type of Resource: Web

Address: http://ucalgary.ca/~dkbrown/index.html

Contact: David K. Brown (dkbrown@acs.ucalgary.ca)

5/96

Notes:

CHILDREN'S RIGHTS COUNCIL

Name: Children's Rights Council

Sponsor: Children's Rights Council

Description: The Children's Rights Council (CRC) is a national organization which seeks to "strengthen families through education, favoring family formation and preservation." CRCstrongly believes that the best parent a child can have is both parents. The CRC site features a catalog of resources and information on individual state chapters. It also contains a large amount of legislative information, including the text of pertinent bills now in Congress with e-mail links to their sponsors, so that it is easy to send an opinion or request for more information. Finally, the site contains a list of links to related organizations.

Type of Resource: Web

Address: http://www.vix.com/cre/

Contact: Bruce Kaskubar (brucek@deskmedia.com)

Postal address:
Children's Rights Council
Suite 200
220 I Street NE
Washington, DC 20002-4362

6/96

Notes:

CLASSROOM CONNECT

Name: Classroom Connect

Sponsor: Wentworth Publications

Description: This complementary site to *Classroom Connect*, a print publication which helps educators bring internet and electronic resources into the K-12 classroom, includes the full-text of sample articles and links to educational internet sites of interest to "little ones," K-12 students, and educators as well as K-12 schools on the internet. Many resources here for the pre-k and k-3 educator.

Type of Resource: Web

Address: http://www.classroom.net

Internet: Dennis Shirk (dshirk@classroom.net)

Wentworth Worldwide Media
1866 Colonial Village Lane
P.O. Box 10488
Lancaster, PA 17605-0488
717-393-1000
717-390-4378 (fax)

4/96

Notes:

CONSORTIUM FOR SCHOOL NETWORKING

Name: Consortium for School Networking (CoSN)

Sponsor: Consortium for School Networking (CoSN)

Description: The Consortium helps educators and students access information and communications resources that will increase their productivity, professional competence, and opportunities for learning and collaborative work. This site is divided into several sections, one of which contains information about educational policy and recent legislation that affects education. Another section on network resources describes many educational projects on various academic subjects and for many grade levels. A final section on Network Projects describes the electronic networking efforts (including general resources) of several states, school districts, and local K-12 schools, and provides connections to several FreeNets with education resources. The site also has links to online discussion groups on parenting information, electronic publishing, curriculum development, etc.

Type of Resource: Gopher; Web

Address: gopher://cosn.org
http://cosn.org/

Contact: CoSN webmaster (jhrubin@digtal.cosn.org)

Internet: cstout@tenet.edu
wright@cosn.org

membership questions: membership@cosn.org
gopher questions: Ferdi Serim, ferdi@cosn.org
WWW questions: Jay Pfaffman, pfaffman@cosn.org

Postal address: Consortium for School Networking
1555 Connecticut Avenue, NW
Washington, DC 20032
202-466-6296
202-462-9043 (Fax)

6/96

Notes:

EARLY CHILDHOOD EDUCATION ON LINE

Name: Early Childhood Education On Line

Sponsor: Bonnie Blagojevic

Description: This site is a resource exchange area for early childhood education ideas. It is divided into several well-defined sections such as observation and assessment, curriculum and environment, professional development, etc. The site is still under construction, but it already features a large set of links to early childhood information sites. Suggestions for new sites are welcome.

Type of Resource: Web

Address: http://www.ume.maine.edu/~cofed/eceol/welcome.html

Contact: Bonnie Blagojevic (BonnieB@Maine.Maine.Edu)

Postal address: Bonnie Blagojevic
The Sharing Place
Talmar Wood, The Housing Foundation
Orona, Maine 04473

6/96

Notes:

EARLY CHILDHOOD WEBSITE

Name: Early Childhood Website

Sponsor: Brooke Harris

Description: The Early Childhood Website is designed for early childhood educators and trainers working with children from birth to age 5. The focus of this site is on professional development issues and challenges for those working in early childhood education. The site is divided into six sections, the first of which is a brief list of links to other early childhood sites. The other sections contain original information on topics such as job opportunities, conference announcements, higher education programs and teacher certification requirements for early childhood professions. Finally, there is an advice section to answer questions regarding operating early childhood centers and laws protecting early childhood workers.

Type of Resource: Web

Address: http://www2.pcix.com/users/bharris/public_html/

Contact: Brooke Harris (bharris@pcix.com)

6/96

Notes:

EISENHOWER NATIONAL CLEARINGHOUSE

Name: Eisenhower National Clearinghouse

Sponsor: The Ohio State University; U.S. Department of Education, Office of Educational Research and Improvement

Description: Supports the national goals to improve teaching and learning in mathematics and science by providing better access to resources for all interested in creating effective learning environments. The Clearinghouse Catalog of Curriculum Resources is a searchable comprehensive listing of multi-media materials and programs for K-12 science and mathematics education. The full-text of ENC Update (Newsletter) is also available.

Type of Resource: Gopher; Web

Address: gopher://enc.org
http://www.enc.org

Contact: web@enc.org

Postal address: Eisenhower National Clearinghouse for Mathematics and Science Education
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1079
614-292-7784
614-292-2066 (Fax)

4/96

Notes:

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION

Name: ERIC Clearinghouse on Assessment and Evaluation

Sponsor: Catholic University; U.S. Department of Education, Office of Educational Research and Improvement

Description: This ERIC Clearinghouse site is for those interested in assessment issues. It contains a guide to assessment information on the Internet and links to other ERIC sites. Also included are the "Test Locator" database and the ETS Test Collection, basic sources for finding survey instruments and information and descriptions of tests; information about testing projects in progress; and a section on alternative assessment techniques.

Type of Resource: Gopher; Web

Address: gopher://gopher.cua.edu:70/11/special-resources
Path: http://www.cua.edu/www/eric_ae

Contact: Larry Rudner, Director

Internet: rudner@cua.edu

Postal address:
ERIC Clearinghouse on Assessment and Evaluation
Catholic University of America
320 O'Boyle Hall
Washington, DC 20064-4035

4/96

Notes:

ERIC CLEARINGHOUSE ON ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Name: ERIC Clearinghouse on Elementary and Early Childhood Education

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education. University of Illinois at Urbana-Champaign; U.S. Department of Education, Office of Educational Research and Improvement

Description: ERIC/EECE offers full-text information for early childhood educators and individuals interested in child care and child development. Included are sample chapters from ERIC/EECE major publications; all ERIC/EECE Digests, arranged by year and searchable by a keyword in the title; ERIC database entries for documents and journal articles for materials to be added the ERIC database (these entries provide a "current awareness" service for educators and others looking for the most current literature on early childhood education before it is added to the ERIC database); a new but growing section on project work in early childhood education; a section on technology in early childhood education; and the National Parent Information Network (see separate entry). Also included is a link to several sites where the ERIC database can be searched. The gopher mirrors the Web site.

Type of Resource: Gopher; Web

Address: gopher://ericps.ed.uiuc.edu
http://ericps.ed.uiuc.edu/ericeece.html

Contact: ERIC/EECE Webmaster (eeceweb@ericps.ed.uiuc.edu)

Postal address:
ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
805 W. Pennsylvania Avenue
Urbana, IL 61801-4897
217-333-1386 or
800-583-4135
217-333-3767 (Fax)

6/96

Notes:

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

Name: ERIC Clearinghouse on Rural Education and Small Schools

Sponsor: Appalachia Educational Laboratory; U.S. Department of Education, Office of Educational Research and Improvement

Description: This site describes ERIC/CRESS products and services. Of special interest to early childhood educators is *A Parent's Guide to the ERIC Database*. The site also features resource links, ERIC Digests and educational background information for a variety of topics including outdoor education, migrant education, Mexican Americans, American Indians and Alaskan Natives, as well as rural education and small schools.

Type of Resource: Web

Address: http://aelvis.ael.org/~eric/

Contact: ericinfo@ael.org

Postal address:
Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street, P.O. Box 1348
Charleston, West Virginia 25325-1348
304-347-0465 or
800-624-9120
304-347-0487 (Fax)

6/96

Notes:

ERIC CLEARINGHOUSE ON SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

Name: ERIC Clearinghouse on Science, Mathematics, and Environmental Education

Sponsor: The Ohio State University; U.S. Department of Education, Office of Educational Research and Improvement

Description: Offering ERIC digests and curriculum materials on science, mathematics, and environmental education, the ERIC/SE gopher site has three areas of special interest to those interested in early childhood education: ERIC/SMEE Bulletins and Curriculum Files, ERIC/SMEE Digests, and other sites of interest.

Type of Resource: Gopher; Web

Address: gopher://gopher.ericse.ohio-state.edu
http://www.ericse.ohio-state.edu

Paths: /ERIC/SMEE Bulletins and Curriculum Files
/PRIME: Parent Resources in Mathematics Education
/Science Resources for Families
/ERIC/SMEE Digests
/Other gophers of interest

Contact: ericse@osu.edu

Postal address:
ERIC/SMEE
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
1-800-276-0462

4/96

Notes:

ERIC CLEARINGHOUSE ON URBAN EDUCATION

Name: Urban Education Web

Sponsor: ERIC Clearinghouse on Urban Education

Description: This ERIC Clearinghouse site is growing. It contains manuals, brief articles, and ERIC Digests and bibliographies, related to urban families and urban communities. The section on Urban and Minority Families contains several full text publications issued by the U.S. Department of Education and the National Urban League and is part of the National Parent Information Network. Of special interest is a listing of other urban education resources on the Web. While many resources are intended for families with older children, *Strong Families, Strong Schools* will be of interest to early childhood educators.

Type of Resource: Web

Address: http://eric-web.tc.columbia.edu

Contact: Larry Yates, Associate Director

Internet: eric-cue@columbia.edu

Postal address:
ERIC Clearinghouse on Urban Education
Teacher College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 W. 120th St.
New York, NY 10027-9998
800-601-4868

4/96

Notes:

EXPLORATORIUM

Name: Exploratorium

Sponsor: Palace of Fine Arts, San Francisco, California

Description: A museum of science, technology, and human perception located in the Palace of Fine Arts in the Marina district of San Francisco. Contains ordering information for "cookbooks," or texts that explain how to construct more than 200 hands-on science exhibits for educators and students. Contains information on Exploratorium publications, and connections to gopher sites that provide resources related to physics and astronomy. Contains general information about the Exploratorium; information about "Exploring," the Exploratorium's quarterly magazine; images of Exploratorium exhibits and by artists in residence; and electronic versions of some Exploratorium exhibits. The Web site duplicates information from the gopher site.

Type of Resource: Gopher; Web

Address: gopher://gopher.exploratorium.edu
http://www.exploratorium.edu

Contact: Ron Hipschman, ronh@exploratorium.edu

The Exploratorium
3601 Lyon Street
San Francisco, CA 94123

4/96

Notes:

FRANKLIN INSTITUTE SCIENCE MUSEUM

Name: Franklin Institute Science Museum

Sponsor: Unisys Corporation; The National Science Foundation

Description: Providing easily accessible and up-to-date information for K-8 science educators, this information server includes virtual exhibits such as an exhibit on Benjamin Franklin's contributions to science, units of study to stimulate critical thinking, and a publications library with science education resources, activities and an opportunity to Ask an Expert science-related questions. The Franklin Institute Science Museum is a member of the Science Learning Network.

Type of Resource: Web

Address: http://sln.fi.edu/

Contact: webmaster@sln.fi.edu

Postal address:
Franklin Institute Science Museum
20th Street and Benjamin Franklin Parkway
Philadelphia, PA
215-448-1373

6/96

Notes:

HARVARD FAMILY RESEARCH PROJECT

Name: Harvard Family Research Project

Sponsor: Harvard University

Description: The Harvard Family Research Project conducts research on family support programs and policies and shapes their development. Research findings are published and disseminated to practitioners, policy makers and educators. Available publications include: "Head Start as a Family Support Program;" "Raising Our Future: Families, Schools and Communities Joining Together;" and "Paths to School Readiness: An In-Depth Look at Three Early Childhood Programs."

Type of Resource: Web

Address: http://hugse1.harvard.edu/~hfrp

Contact: Heather B. Weiss, Ed.D. (hfrp@hugse1.harvard.edu)

Postal address:
Harvard Family Research Project
380 Concord Avenue
Cambridge, MA 02138
617-495-9108

5/96

Notes:

THE INCREDIBLE ART DEPARTMENT

Name: The Incredible Art Department

Sponsor: The Incredible Art Department

Description: This site includes an Art Room which is a gallery of work submitted by students; Art News, a newsletter containing articles on art from newspapers across the country; art lessons teachers can use in their classrooms; and links to art department homepages of elementary and high schools across the country. Teachers and students are invited to submit lessons and artwork.

Type of Resource: Web

Address: http://www.in.net/~kenroar/

Contact: Ken Rohrer (kenroar@in.net)

Phone Number: 317-786-4826

6/96

Notes:

INSTRUCTOR MAGAZINE

Name: Instructor Magazine

Sponsor: Scholastic

Description: The web site includes strategies for integrating the curriculum, professional development, and ready to use units for specific grade levels including K-1. The teaching units include warm up games, learning center strategies, lessons, and assessment techniques. The "Reaching Today's Kids and Parents" section includes full text articles on a wide range of topics. The "What's Hot" section contains a guide for selecting multicultural literature and interviews with leading multicultural authors.

Type of Resource: Web

Address: http://scholastic.com/instructor

Contact: mickeyr@aol.com or megboz@aol.com

Postal address:
Scholastic Inc.
555 Broadway
New York, NY 10012-3999

5/96

Notes:

INTERNATIONAL FOOD INFORMATION COUNCIL FOUNDATION

Name: International Food Information Council Foundation

Sponsor: International Food Information Council

Description: The IFICF is a nonprofit association which provides food safety and nutrition news to policy makers, consumers, reporters, parents and educators. The site features a wide array of information for parents and educators on issues such as starting children on solid foods, the nutritional content of baby food, reports on pesticides and childrens' foods, and healthy eating at home. In addition, there are lessons for teaching healthy eating, study reports on any possible links between food and hyperactivity, and information on what makes childrens' nutritional needs different from those of adults.

Type of Resource: Web

Address: http://ificinfo.health.org/

Contact: foodinfo@ific.health.org

Postal address:
International Food Information Council Foundation
1100 Connecticut Avenue, N.W.
Suite 430
Washington, D.C. 20036

5/96

Notes:

THE KEEPING KIDS READING PAGE

Name: The Keeping Kids Reading Page

Sponsor: Mary Leonhardt

Description: This page is written by Mary Leonhardt, a high school teacher, and author. The premise of the page is that the love of reading is a cornerstone of academic success. The page provides monthly tips on how to encourage kids to read instead of forcing them to read. In addition, the page answers common reading questions about ways to develop the love of reading at an early age. Finally, there are links to other reading resources and descriptions of various series and books to help find the "right" book that might capture a child's interest.

Type of Resource: Web

Address: http://www.tiac.net/users/maryl/

Contact: Mary Leonhardt (maryl@tiac.net)

Postal Address:
211 Hubbard Street
Concord, MA
508-369-0301

6/96

Notes:

MATERNAL & CHILD HEALTH NET

Name: Maternal & Child Health Net

Sponsor: Institute for Child Health Policy

Description: MCHNet supports the timely exchange of MCH related program and policy information. The mission of the Institute for Child Health Policy, funded by the Florida Board of Regents, is to contribute to improving the health status of infants and children in the state of Florida and the nation by improving the information available on child health policy. The "Early Childhood" section on the main menu leads to information on children with special needs as well as general information related to the healthy development of infants, toddlers, and young children; a search on the word "preschool" done by choosing the option "Search MCHNet" from the main menu yielded 4 screens of titles.

Type of Resource: Gopher; Web

Address: gopher://mchnet.ichp.ufl.edu
http://www.ichp.ufl.edu/MCH-NetLink/

Contact: John Reiss, Network Director
(John_Reiss@qm.server.ufl.edu)

Postal address: Institute for Child Health Policy
5700 SW 34th Street, Suite 323
Gainesville, FL 32608-5367
904-392-5904
904-392-8822 (Fax)

6/96

Notes:

MEDIA LITERACY PROJECT

Name: Media Literacy Project

Sponsor: College of Education, University of Oregon

Description: Devoted to making information available to people interested in the influence of electronic media on children, youth and adults, this site contains resources intended to encourage exploration of, awareness and knowledge about media literacy. Includes a list of professional organizations and associations focusing on media topics, a directory of media education professional, announcements of conferences and workshops, bibliographies of materials valuable for educators integrating media studies into the K-6 curriculum and pointers to other internet resources for media literacy. Of special interest to early childhood educators are the following articles: "Effects of Electronic Media on the Developing Brain," "To Morph or Not to Morph," and "Television: How much is Too Much for Children." Users are invited to submit media materials to the project and list themselves in the directory of media literacy professionals.

Type of Resource: Gopher; Web

Address: gopher://interact.uoregon.edu
http://interact.uoregon.edu/MediaLit/Homepage

Path: \Institutes, Projects and Centers
\Media Literacy Project

Contact: Gary Ferrington

Internet: garywf@oregon.uoregon.edu

Postal address: College of Education
University of Oregon
Eugene, OR 97403-1215
503-346-3405

5/96

Notes:

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

Name: National Association for the Education of Young Children

Sponsor: National Association for the Education of Young Children

Description: This site designed primarily for early childhood educators, contains information on early childhood program accreditation, conferences, professional development courses, and other resources. This site also contains some information for parents on topics such as media violence and children, and on choosing early childhood programs.

Type of Resource: Web

Address: http://www.america-tomorrow.com:80/naeyc

Contact: NKNU83A@prodigy.com

Postal address:
NAEYC
1509 16th Street, N.W.
Washington, D.C. 20036-1426
202-232-8777
800-424-2460
202-328-1846 (Fax)

5/96

Notes:

NATIONAL CHILD CARE INFORMATION CENTER

Name: National Child Care Information Center

Sponsor: Child Care Bureau, U. S. Department of Health and Human Services

Description: The National Child Care Information Center, which is an adjunct ERIC Clearinghouse for Child Care, offers the complete text of its bimonthly bulletins, listings of child care organizations and related fields, a description of the Early Childhood Technical Assistance Program, and announcements of upcoming conferences. Also featured are articles on finding and choosing child care, NCCIC's publication list, and links to other organizations involved with child care.

Type of Resource: Web

Address: http://ericps.ed.uiuc.edu/nccic/nccic.html

Contact: Anne Goldstein, Project Director (agoldstein@acf.dhhs.gov)

Postal address:
National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
800-616-2242
800-716-2242 (Fax)

6/96

Notes:

NATIONAL CHILD RIGHTS ALLIANCE

Name: National Child Rights Alliance

Description: A national organization directed by youth and adult survivors of neglect and abuse, NCRA focuses on changing practices that harm youth and on changing attitudes toward youth and youth empowerment. Features full-text documents on preventing child abuse, "divorces" between parents and children, and the history of NCRA and the *Youth Bill of Rights*.

Type of Resource: Web

Address: http://www.ai.mit.edu/people/ellens/NCRA/ncra.html

Contact: Jim Senter

Internet: JIMSENTER@delphi.com

Postal address:
National Child Rights Alliance
P.O. Box 61125
Durham, NC 27705
919-479-7130

4/95

Notes:

NATIONAL COALITION FOR CAMPUS CHILD CARE

Name: National Coalition for Campus Child Care

Sponsor: National Coalition for Campus Child Care

Description: This site provides information on the National Coalition for Campus Child Care, the full text of NCCCC Newsletter "Campus Child Care News," information on subscribing to an electronic discussion list called CAMPUSCARE-L, and job announcements in campus child care centers. The site also links to other Internet sites related to child care.

Type of Resource: Web

Address: http://ericps.ed.uiuc.edu/N4c/N4chome.html

Contact: boulton@csd.uwm.edu

Postal address:
National Coalition for Child Care Information
P.O. Box 258
Cascade, WI 53011
414-528-7080 or
800-813-8207
414-528-8753 (Fax)

6/96

Notes:

NEC*TAS

Name: NEC*TAS - National Early Childhood Technical Assistance System, FPG

Sponsor: Frank Porter Graham Development Center at the University of North Carolina, Chapel Hill

Description: NEC*TAS assists states and other designated governing jurisdictions as they develop multi-disciplinary, coordinated, culturally sensitive and comprehensive services for children with special needs, birth through age 8 and their families. Several NEC*TAS publications are summarized on the site, and selected memoranda from the Office of Special Education Programs (OSEP) are included as full text items. NEC*TAS' "Part H" report, "Helping Our Nation's Infants and Toddlers with Disabilities and their Families", is also included in its entirety.

Type of Resource: Web

Address: http://www.nectas.unc.edu/

Contact: Pat Trohanis NEC*TAS (nectas@mhs.unc.edu)

Postal address:
NEC*TAS
FPG UNC Coordinating Office
500 Nation's Bank Plaza
137 E. Franklin St.
Chapel Hill, NC 27514
919-962-2001

5/96

Notes:

NATIONAL FIRE PROTECTION ASSOCIATION

Name: National Fire Protection Association

Sponsor: National Fire Protection Association

Description: Includes a National Fire Prevention Week Community Awareness Campaign kit with the following: fact sheets; games; facts about fire; fire safety information; and fire resource links. Also has order form for "Learn Not to Burn" classroom exercises and resource books. These resources, which feature Sparky the Fire Dog, are divided into two age-appropriate formats, ages 3 to 5 and Kindergarten to Grade 3. The activities in the resource books can be integrated into other classroom subjects such as math, health and safety, and language arts.

Type of Resource: Web

Address: http://www.wpi.edu/~fpe/nfpa.html

Contact: mvoorhis@wpi.edu or jbarnett@wpi.edu

Postal address:
National Fire Protection Association
1 Batterymarch Park
Quincy, MA 02269-9101
617-984-7285

5/96

Notes:

NATIONAL INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

Name: National Institute on Early Childhood Development and Education

Sponsor: U.S. Department of Education, Office of Educational Research and Improvement (OERI)

Description: ECI is an institute which sponsors research that investigates strategies and practices to: promote professional development; empower families; enhance the development of children; and encourage collaboration among families, educators, communities, and policymakers. This Web site contains information about: (1) ECI; (2) OERI-sponsored National Educational Research and Development Centers in general, and the Research Center at the University of North Carolina in particular; (3) the Early Childhood Research Working Group that links ECI with other Federal agencies collaborates with state and local governments, private foundations, and advocate organizations; and publishes the quarterly newsletter, *Early Childhood Update*; (4) competitive grants awarded by ECI; and (5) other resources organizations on family literacy.

Type of Resource: Web

Address: http://www.ed.gov/offices/OERI/ECI/index.html

Contact: National Institute on Early Childhood Development and Education
Office of Educational Research and Improvement
U.S. Department of Education

Internet: eci@inet.ed.gov

Postal address: National Institute on Early Childhood Development and Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Ave, N.W.
Washington, DC 20208
202-219-1935
202-273-4768 (Fax)

6/96

Notes:

NATIONAL PARENT INFORMATION NETWORK

Name: National Parent Information Network

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign; U.S. Department of Education, Office of Educational Research and Improvement

Description: The National Parent Information Network (NPIN) offers information for parents and for those who work with them. Included are materials on raising children of every age, from birth through adolescence; information on parent education programs, innovative program ideas, and parents as partners in their children's education. Materials from the National Urban League and other organizations are included, along with a monthly "Parent News" section which translates research findings from the education, child care, and child development literatures into readable articles for parents.

Type of Resource: Gopher; Web

Address: gopher://ericps.ed.uiuc.edu
/National Parent Information Network
http://ericps.ed.uiuc.edu/npin/npinhome.html

Contact: Bernard Cesarone (cesarone@uiuc.edu)

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
805 W. Pennsylvania Avenue
Urbana, IL 61801-4897
217-333-1386
800-583-4135
217-333-3767 (Fax)

6/96

Notes:

NATIONAL PARENT TEACHER ASSOCIATION

Name: Children First! National Parent Teacher Association Site

Sponsor: National Parent Teacher Association

Description: The National Parent Teacher Association site includes a history of the organization and information on its initiatives in child health and education. Some recent press releases are posted. The site also contains monthly calendars with highlighted theme weeks, such as mathematics awareness week or national library week. Finally, the site has a large amount of information on the National PTA convention, which this year celebrates 100 years of the organization.

Type of Resource: Web

Address: http://www.pta.org

Contact: Wendy L. FitzGerald, Online Services Director
(Wendy_L_FitzGerald@msn.com)

Postal address:
National Parent Teacher Association
330 North Wabash Avenue
Suite 2100
Chicago, IL 60605-2715
312-670-6782 x 223
312-670-6783 (Fax)

5/96

Notes:

NATIONAL PROGRAM FOR PLAYGROUND SAFETY

Name: National Program for Playground Safety

Sponsor: University of Northern Iowa

Description: Provides parents, teachers, and school administrators with information on playground construction and maintenance, playground safety and injury prevention. This program also publishes pamphlets, brochures and other resource materials. The site includes; (1) full text articles on playground safety such as "Keep Your Children Safe: A Parent's Quick Checklist" and "Planning a Play Area for Children"; (2) a resource list for publications on school, child care center, and park playground safety.

Type of Resource: Web

Address: http://www.uni.edu/coe/playgrnd/main.html

Contact: Donna Thompson (donna.thompson@uni.edu)

Postal address:
National Program for Playground Safety
University of Northern Iowa
School for Health, Physical Ed. & Leisure Services
Cedar Falls, IA 50614-0161
800-544-PLAY(7529)

5/96

Notes:

OAK SOFTWARE REPOSITORY

Name: OAK Software Repository

Sponsor: Oakland University

Description: This is a large repository of MS-DOS, MS-Windows, Mac and other software. It includes educational software for preschool and elementary-aged children. These particular software items can be located through a keyword search at the beginning of the repository. The software is available in a variety of languages and features games, flashcards, quizzes, and worksheets. Some of the software is targeted toward teachers or parents to use in the development of activities for children.

Type of Resource: Web

Address: http://www.acs.oakland.edu/oak.html

Contact: Jeff Marraccini (jeff@oakland.edu)

Postal address: Office of Computer and Information Services
Oakland University

6/96

Notes:

OREGON'S CHILDHOOD CARE AND EDUCATION CENTER

Name: Oregon's Childhood Care and Education Center Development System

Sponsor: Portland State University

Description: This site describes Oregon's Childhood Care and Education Center Development System, which facilitates the professionalization of practioners including those who work in child care centers, family child care, school age programs, nanny programs, and Head Start. The site includes information on the System's goals and guiding principals, issues facing early childhood care and education, and legislation in Oregon that reflects the priority the state has placed on childhood care and education.

Type of Resource: Web

Address: http:/www-adm.pdx.edu/user/psy/ccecrdev/homepage.htm

Contact: Carol A. Morgaine

Internet: carol@ch1.ch.pdx.edu

Postal address:
Portland State University
P.O. Box 751-PSY
Portland, OR 97215-0751
(503) 725-8527
(503) 725-8529

6/96

Notes:

ORYX PRESS

Name: Oryx Press

Sponsor: Oryx Press

Description: This commercial site offers the full text of selected articles from the *National Teaching and Learning Forum Newsletter* and sample chapters from Oryx Press' K-12 Professional Series of books. Current topics of interest to early childhood educators include ten fundamental truths about learning.

Type of Resource: Web

Address: http://www.oryxpress.com

Contact: Webmaster, Oryx Press (webmaster@oryxpress.com)

Postal address:
Oryx Press
4041 North Central Avenue at Indian School
Suite 700
Phoenix, AZ 85012-3397

4/96

Notes:

PARENTS, EDUCATORS AND PUBLISHERS

Name: Parents, Educators and Publishers

Sponsor: Children's Software Revue & Custom Computers for Kids

Description: Parents, Educators and Publishers (PEP), is an information source for parents educators and children's software publishers. It has information on the latest children's software, industry news, and hot tips and picks in three categories: Preschool, Early Elementary, and Upper Elementary.

Type of Resource: Web

Address: http://www.microweb.com/pepsite

Contact: Anne Bubnic (OCKidTalK@aol.com)

Postal address:
Childrens Software Revue
44 Main Street
Flemington, NJ 08822
908-284-0404

Custom Computers for Kids
3 Oak Forest Road
Novato, CA 94949-6631
415-382-1818

6/96

Notes:

PREVENTION PRIMER

Name: Prevention Primer

Sponsor: National Clearinghouse for Alcohol and Drug Information

Description: A reference tool for prevention practitioners, this summary of issues in and strategies for preventing alcohol, tobacco and other drug problems includes sections on *Youth -- Facts About Attitudes and Use* (including information for preschool and elementary drug prevention education), *Birth Defects and Adverse Birth Outcomes* and *Children of Alcoholics*.

Type of Resource: Web

Address: http://www.health.org/pubs/primer/

Internet: info@prevline.health.org

Postal address:
National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847-2345
800-729-6686
301-468-2600

6/96

Notes:

THE PROJECT APPROACH

Name: The Project Approach

Sponsor: Dr. Sylvia Chard, in conjunction with the University of Alberta

Description: This site is about the Project Approach, which involves in-depth study of a topic undertaken by a class, a group, or an individual child. It includes a discussion of what projects are, an outline of how to conduct a project, and examples of several projects such as "The Cafeteria," "The Hospital," "Rocks," and "The Iditarod." Teachers are invited to submit a summary of a project they have done in their classroom for possible inclusion on the site. The site also includes information on how to join an unmoderated listserv dedicated to the Project Approach.

Type of Resource: Web

Address: http://www.ualberta.ca/~schard/projects.htm

Contact: Dr. Sylvia Chard (schard@gpu.srv.ualberta.ca)

Postal address:
Dr. Sylvia Chard
Faculty of Education
University of Alberta
Edmonton, Alberta
CANADA T6G2G5
403-492-0549

6/96

Notes:

PUNKY'S CHILDCARE CONNECTION

Name: Punky's Childcare Connection

Sponsor: Barbara Haake

Description: This site includes lesson plans, activities and ideas to use with preschool children in these categories: Floor Games; It's Spring; Music/Movement; Arts/Crafts; Alphabet Activities; and Fingerplays.

Type of Resource: Web

Address: http://www.cisnet.com/punky/daycare.html

Contact: Barbara Haake (punky@cisnet.com)

Postal address:
Barbara Haake
9032 Chalfonte NE
Warren, OH 44484
330-856-6037

5/96

Notes:

QUEST: NASA'S K-12 INTERNET INITIATIVE

Name: Quest: NASA's K-12 Internet Initiative

Sponsor: National Aeronautics and Space Administration

Description: The Quest Educational Server provides support and services to schools, teachers and students in order to enable them to use the internet and its underlying information technologies as a tool for learning and acquiring knowledge. The Internet Initiative encourages classroom use of NASA projects and datasets in science and mathematics education. In addition to topical materials, this site offers extensive grant information. This site includes a listing of Internet Learning Resources and NASA K-12 Resources. Highlights include *Live from the Hubble Telescope (Spring 1996)*. Many of these resources are also available on the Quest Educational Gopher.

Type of Resource: Gopher; Web

Address: gopher://quest.arc.nasa.gov
http://quest.arc.nasa.gov

Path: http://quest.arc.nasa.gov/livefrom/livefrom.html
/***Hot Topic: Live from Antarctica/

Contact: Karen Traicoff (traicoff@quest.arc.nasa.gov)
Alan Felerman (federman@quest.arc.nasa.gov)

6/96

Notes:

READYWEB

Name: ReadyWeb

Sponsor: ERIC Clearinghouse on Elementary and Early Childhood Education

Description: The focus of this site is twofold: (1) helping children get ready for school, and (2) helping schools get ready for children. An explanation of the difference between these two concepts entitled, "Readiness, Children and Schools," is provided by Dr. Lilian G. Katz. The site features full text copies of ERIC digests and articles on these two subjects. It also provides a bibliography of additional resources on these topics and links to other publications on the topics.

Type of Resource: Web

Address: http://ericps.ed.uiuc.edu/readyweb/readyweb.html

Contact: readyweb@ericps.ed.uiuc.edu

Postal address:
Ready Web
c/o ERIC/EECE
805 W. Pennsylvania Ave.
Urbana, IL 61801

6/96

Notes:

THE SCHOOL AGE CHILD CARE PROJECT

Name: The School Age Child Care Project

Sponsor: Center for Research on Women at Wellesley College

Description: The School Age Child Care Project consists of two basic missions. First, they seek to improve the quantity and quality of school age child care programs by collaborating with communities, individual and organizations. Second, they seek to raise public awareness about the importance of attending to children's out-of-school time. The site includes descriptions of current and ongoing projects, news on legislation affecting children, a list of publications available, and the full text of a special article available entitled, "Fact Sheet on School Age Children."

Type of Resource: Web

Address: http://www.wellesley.edu/Cheever/saccp.html

Contact: Susan Hafer (shafer@wellesley.edu)

6/96

Notes:

SEA WORLD/BUSCH GARDENS INFORMATION DATABASE

Name: Sea World/Busch Gardens Information Database

Sponsor: Busch Gardens

Description: In order to increase student competency in science and other disciplines while creating an appreciation and respect for living creatures and the natural environment, this database aims to be an educational resource for all members of the community. The *Animal Information Database* contains detailed information and graphics about various animals. *Shamu TV: Sea World and Busch Gardens Video Classroom* provides opportunities to learn about marine science. *Teachers' Guides* are provided at three educational levels: K-3, 4-8 and 9-12. *What's New on the Database?* provides updated information about additions and changes to the database as well as a monthly animal quiz.

Type of Resource: Web

Address: http://www.bev.net/education/SeaWorld/homepage.html

Contact: Sea.World@bev.net
Busch.Gardens@bev.net
Shamu.TV@bev.net

Postal address:
Sea World of Florida
Education Department
7007 Sea World Drive
Orlando, Florida 32821-8097
407-363-2380
407-363-2399 (Fax)

Busch Gardens, Tampa
Conservation and Education Department
P.O. Box 9158
Tampa, Florida 33674-9158
813-987-5555

4/96

Notes:

TEACHERS HELPING TEACHERS

Name: Teachers Helping Teachers

Sponsor: Dr. Scott Mandell, in connection with Pacoima Middle School

Description: This site is by teachers for teachers, to provide teaching tips to inexperienced teachers, to provide ideas that can be used immediately in the classroom, and to provide new methodology ideas for all teachers. The site is organized in these categories: Classroom Management; Language Arts; Math; Science; Social Studies; Art; Special Education; and Topic of the Week. Teachers are invited to submit material and the site is updated weekly.

Type of Resource: Web

Address: http://www.pacificnet.net/~mandel/

Contact: Scott Mandell (mandel@pacificnet.net)

Postal address:
Pacoima Middle School
9919 Laurel Canyon Blvd.
Pacoima, CA 91331
818-899-5291

6/96

Notes:

UNICEF

Name: UNICEF

Sponsor: United Nations Children's Fund

Description: The United Nations Children's Fund is the United Nations organization devoted to the well-being of the world's children. UNICEF focusses on child survival and development, the rights of children, and human development. Several full-text UNICEF publications are available at this site, including *State of the World's Children*, *First Call for Children* (a newsletter), the text of the *Convention of the Rights of the Child*, and the *World Summit for Children* papers.

Type of Resource: Gopher; Web

Address: gopher://hqfaus.unicef.org
http://www.unicef.org/

Contact: webmaster@unicef.org

Postal Address: UNICEF Headquarters
UNICEF House
Division of Information H9F
3 UN Plaza
New York, NY 10017
212-326-7344
212-326-7768 (Fax)

4/96

Notes:

U. S. DEPARTMENT OF EDUCATION

Name: U. S. Department of Education

Sponsor: U. S. Department of Education

Description: This web and gopher site provides a wide range of information of interest to early childhood educators and many links that make it a central site in finding and using education-related information on the Internet. Of special interest is the *Teacher's Guide to the U.S. Department of Education* and the *Researcher's Guide to the U.S. Department of Education*. The site contains listings and contact information for Department personnel; press releases and speeches; and points to all regional educational laboratories, ERIC clearinghouses, and federally funded research centers which have gophers or webs. The full texts of many publications for parents and for early childhood and K-3 educators are also included. You will want to follow many links from the main menu, or do a keyword search of titles on this site, to find materials of interest to you.

Type of Resource: Gopher; Web

Address: gopher://gopher.ed.gov
http://www.ed.gov

Contact: wwwadmin@inet.ed.gov

Postal Address: United State Department of Education
Washington, DC 20208-5651
202-219-2289

4/96

Notes:

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Name: U. S. Department of Health and Human Services

Sponsor: U.S. Department of Health and Human Services

Description: This site is useful in identifying programs, grant recipients, and organizations funded by DHHS, this site provides links to many other places on the Web, as well as to DHHS staff. It includes consumer information and policy information on programs run by DHHS. Some of the agencies linked by this site are the Food and Drug Administration, the National Institute of Health, the Substance and Mental Health Service Administration, etc. Of particular interest is the link to the Administration for Children and Families. Their page features information on a variety of programs such as Head Start and the U.S. Advisory Board on Foster Care and Adoption Assistance.

Type of Resource: Web

Address: http://www.os.dhhs.gov

Contact: webmaster@os.dhhs.gov

4/96

Notes:

WEB66

Name: Web66: A K12 World Wide Web Project

Sponsor: An extension of the Hillside Elementary Cooperative Project with the University of Minnesota College of Education and the Center for Applied Research and Educational Improvement.

Description: Intended to invoke the image of the original Route 66, which became a symbol of the highway system that first linked the United States geographically, Web66 offers information to educators who want to set up their own servers. Provides a "cookbook" for setting up a WWW, Mail and FTP server on a Macintosh computer. A key feature is a registry of K-12 schools on the Web.

Type of Resource: Web

Address: http://web66.coled.umn.edu

Contact: Stephen E. Collins, Webmaster
(sec@web66.coled.umn.edu)

4/96

Notes:

WISCONSIN CLEARINGHOUSE FOR PREVENTION RESOURCES

Name: Wisconsin Clearinghouse for Prevention Resources

Sponsor: University of Wisconsin Health Services

Description: This site lists a wealth of informational materials for sale on drug and alcohol prevention for educators and parents. It features a large amount of information designed specifically for working with children ages 5 to 12. The items available include lesson plans, activity books, games, videos, skits, discussion guides, etc. The materials emphasize building self esteem, making good choices, and saying "no" to peer pressure. They also provide very basic lessons on what drugs and alcohol are and why they can be so dangerous. The list includes items available for Hispanic- and African-American centered curriculums and some items are available in Spanish. The Clearinghouse provides a description of each of its items so that educators can order exactly what they need.

Type of Resource: Web

Address: http://danenet.wicip.org/wisclearhouse

Contact: Webmaster (nkendall@facstaff.wisc.edu)

Postal address:
Wisconsin Clearinghouse for Prevention Resources
University Health System
University of Wisconsin-Madison
1552 University Avenue
Madison, WI 53705
800-322-1468

5/96

Notes:

WORLD LINK NEWSLETTER

Name: *World Link Newsletter*

Sponsor: Originally funded by the Martha Holden Jennings Foundation and the Department of Library Media Services of the Columbus Public School; now sponsored by Fas-Track Computer Products.

Description: An electronic and print newsletter targeted to the K-12 community for finding curriculum resources on the Internet. Many of the resources listed will be of interest to the early childhood community. The newsletter is published 9 times each school year.

Type of Resource: Gopher; Web

Address: gopher://ericir.syr.edu
http://www.smartpages.com/worldlink/worldlink.html

Path: follow gopher menus:
\Electronic Journals, Books, and Reference Tools
\Electronic Journals
\World Link Newsletter

Contact: Linda Joseph (ljoseph@magnus.acs.ohio-state.edu)

Postal Address:
World Link
c/o Linda Joseph
Department of Library Media Services
Columbus Public Schools
737 East Hudson Street
Columbus, OH 43211

4/96

Notes:

Chapter 4
Finding and Using ERIC on the Internet

The ERIC database, ERIC Gophers, and ERIC World Wide Web sites are among the most heavily used sites on the Internet by educators and students. This chapter describes options for finding ERIC sites and searching the ERIC database on the Internet to find information.

The basic Gopher and World Wide Web site for early childhood educators on the Internet is operated by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign. An equipment grant from Apple Computer, Inc., supplied the server for these services for the early childhood education community.

The gopher address is:

gopher://ericps.ed.uiuc.edu

The Web site address is:

http://ericps.ed.uiuc.edu/ericeece.html

For the most part, the ERIC/EECE Web and Gopher sites "mirror" each other, which means that you will have access to much of the same information, arranged the same way, on either the Gopher site or the Web site.

ERIC clearinghouse Gopher and Web sites of particular interest to early childhood educators are listed and described in Chapter 3. A complete list of clearinghouse sites is included in the appendix ("ERIC-Related Gopher and Web Sites").

Searching ERIC

On the main menu of the Gopher and the Web site is a menu item titled "Search ERIC," which conveniently groups together many of the options for searching ERIC materials on the Internet. Choosing "Search ERIC" retrieves a Web page that includes sites that currently offer the ERIC database for searching; sites that offer ERIC Digests and AskERIC InfoGuides to Internet resources; sites with lesson plans for all levels of education; and other databases, such as the ETS (Educational Testing Service) Test File.

All of the ERIC database sites listed offer the ERIC database to Internet users at no charge. Because of the popularity of the ERIC database sites, however, they are often busy and can be difficult to access. The degree of difficulty you encounter in connecting to a database site often depends on the time of day and the geographic location of the server; if a site is busy or denies you access, a good rule of thumb is to try connecting another time, when it is early in the day or late in the evening.

TELNET and TN3270 sites (which includes the University of Saskatchewan, Harvard, and Auburn University sites) are not searchable through many Web browsers, including America

Online (AOL). If you have a browser which allows TELNET access, one consistently available site is at the University of Saskatchewan. This site offers a tutorial and good help screens for those of us who search the ERIC database only occasionally. Saskatchewan is a TELNET site (telnet://sklib.usask.ca); the login is ERIC.

Searching the ERIC Database on the World Wide Web

ERIC/IT: 5 Years of the ERIC Database

Although some Gopher sites continue to offer a searchable version of the ERIC database, Web-searchable options are also available. The ERIC Clearinghouse on Information and Technology (ERIC/IT) provides a Web-searchable version of the ERIC database free for Internet users. We think that the ERIC/IT version offers the easiest access for searching ERIC on the Internet, but the site contains the database from 1991 forward, and it is not searchable using Netscape Navigator version 2.0 or later. The address is:

http://ericir.syr.edu/Eric

A list of search tips for this database is included on the next page.

EDRS: ERIC Documents

The ERIC Document Reproduction Service also offers limited searching capability of the ERIC document portion of the ERIC database on its site. The document database can be searched by author, title, or ERIC document number (ED number). Abstracts are not included on this site. Copies of the actual documents can be ordered online at this site; soon, electronic copies of ERIC documents will be made available on the site (for a fee).

One way to use this site might be to do a more extensive site elsewhere, and then use the EDRS Web site to order documents of interest.

http://www.edrs.com

ERIC/AE: ERIC Journal Articles

The ERIC Clearinghouse on Assessment and Evaluation offers access to the journal article section of the ERIC database (EJ numbers) at its Web site. This site accepts only single words; all search phrases, like *preschool education*, are searched as single words joined by "and." This site may be adequate for simple searches of only journal article literature.

Searching ERIC

An effective search of the ERIC database gives consideration to:

(1) a term or terms that describe the topic you are interested in;

(2) a term or terms that describe the age or educational level you are interested in; and,

(3) publication types or other codes that further narrow your search to the types of materials you want to retrieve.

If you are searching the ERIC database in a library on CD-ROM or on a library network, ask a librarian for assistance in constructing your search. If you need more assistance or cannot find what you are looking for, or if you are searching the ERIC database on the Internet and need help constructing your search, call us at 800-583-4135. We offer no-cost advice on constructing search strategies.

Subject Terms

ERIC indexes documents and journal articles according to the specific concepts discussed in the text. While the software to search the ERIC database (on the Internet or on CD-ROM) is becoming easier to use every year, research supports the observation that occasional users of ERIC will be unable to find what they are looking for unless they use multiple terms to describe the topic of their search. ERIC calls terms that describe the subject of a document *descriptors* or *identifiers*.

Descriptors are terms assigned to documents and journal articles by the people who prepare the ERIC database records. The format of descriptors is not always intuitive (for example, descriptors are not consistently plural or singular forms of words). For that reason, you will want to look up the descriptor terms that you want to use so that you use the form of the term that ERIC uses. The advantage of using descriptors in your search is that your search results are more likely to be "on target" and will contain fewer off-topic citations.

Many systems require that you specify whether you are searching in the descriptor "field" for the term that you specify. If you do not indicate that you are searching only the descriptor field, the system *may* assume you want to look for the term in the title, abstract, descriptor, and/or other fields. Looking for the term anywhere in a record (rather than in the descriptor field) will increase the number of items that you retrieve, but some of those items will not contain much information about the topic represented by the term. On the other hand, if you are unable to find what you want while searching by descriptor, try entering the words that describe what you are looking for and browsing through the records you retrieve. If you are able to locate even one document that is "on target," note how that document is indexed, and try the combination of descriptors and other terms that ERIC seems to have used to index that item.

In the appendix is a listing of the descriptors used most frequently by the ERIC Clearinghouse on Elementary and Early Childhood Education to index documents and journal articles. The list does not include all the descriptors we use, but it is a helpful list to have when you are

designing a search and want to know the format of a specific term (singular, plural, etc.).

Identifiers are either proper nouns or terms that may become descriptors. These terms can also be extremely useful in your search. For example, if you are looking for information about Piaget, you can look for the term

Piaget (Jean)

in the identifier field, and be assured that Piaget and his work are actually discussed in the document.

Age Level and Education Level Terms

Age level and education level terms are found in many ERIC database records. Education level terms are assigned to every document and journal article, unless it is entirely inappropriate. Age level terms are not required in each record, but most records about early childhood topics do include an age level term. Lists of education level and age level terms are included in the appendix.

Example 1: If you want to retrieve information on early childhood development or education and you use only the term "early childhood" in your search, you will miss whole categories of information you are probably interested in. To retrieve documents and journal articles that include all the age groups of children in the early childhood years (birth through age eight), you must use *all* of the following terms:

Young Children
Infants
Toddlers
Kindergarten Children
Elementary School Students

Of course, by using elementary school students in your search, you will retrieve a lot of documents that really deal with older children as well as younger ones but, if you do not include this term, you will miss the documents that discuss K-3 children in K-8 settings. For many purposes, using the first four terms is sufficient, but it is useful to remember the fifth term as well.

Example 2: If you are interested a comprehensive set of documents on the education of children in the early childhood years, the following terms should be used:

Early Childhood Education
Preschool Education
Primary Education
Grade 1
Grade 2

Grade 3
Elementary Education
Elementary Secondary Education

The same cautions apply here as in the earlier example. For many situations, the last two terms may be unnecessary. You should experiment and see which strategy suits your information needs best.

Publication Types

Publication type codes are assigned to every document and journal article and refer to the "form" of the publication. For example, if you are interested only in research on a particular topic, or only in teacher-produced materials, or only in journal articles, ERIC has features that allow you to narrow your search to materials that fit your needs. A list of publication types is included in the appendix.

AskERIC and Parents AskERIC

If you need information about an education topic and are unable to find what you want on CD-ROM or on the Internet, you can always send an electronic mail message, containing your request for information and describing the topic you are interested in, to:

askeric@ericir.syr.edu

An ERIC staff member will do a search for you and return the results to you via electronic mail within two working days. The search will not be exhaustive, but it will include recent citations on the topic you request. This service is free to parents, teachers, administrators, and anyone else interested in education.

Toll Free Access to ERIC Services

If you are unable to use any of the services described above, you may call the ERIC Clearinghouse on Elementary and Early Childhood Education (800-583-4135) and ask for a search of the ERIC database. Short searches are provided at no charge to all requesters.

Chapter 5

The Internet and Early Childhood Educators: An ERIC Bibliography

The Internet and Early Childhood Educators: An ERIC Bibliography

June 1996

ERIC Documents

ED388432 PS023751
The School without Walls: A Nursery School of the Air.
Peacocke, Rosemary W.
Sep 1995
9p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
This paper describes the proposed School Without Walls program in the United Kingdom, a television-centered project which is designed to deliver high quality nursery (preschool) education direct to children at a fraction of the cost of traditional educational television programming. The daily programs will present a selection of practical learning activities for children ages 2 through 5, suitable for use by individual parents or family day care providers. The program format consists of taped segments from an actual day nursery classroom with preschool children, teachers, visiting experts, and parents participating. The paper discusses possibilities for the implementation of the School Without Walls project, including supporting publications and the adaption of the project for transmission over the Internet via the World Wide Web. Brief biographies of the individuals and organizations behind the project are included. (MDM)
Descriptors: Educational Innovation; *Educational Television; Foreign Countries; Nursery Schools; *Preschool Education; Program Descriptions; Program Implementation; *Programming (Broadcast)
Identifiers: Internet; United Kingdom

ED382409 PS023371
The Internet and Early Childhood Educators: Some Frequently Asked Questions. ERIC Digest.
Rothenberg, Dianne
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
May 1995
3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: RR93002007
Report No: EDO-PS-95-5

EDRS Price - MF01/PC01 Plus Postage.
Document Type: NON-CLASSROOM MATERIAL (055); ERIC PRODUCT (071)
Target Audience: Teachers; Practitioners

This digest explores uses of the Internet for early childhood educators. The first section discusses six popular features of the Internet: (1) electronic mail, which provides educators with a worldwide group of peers with whom to share information; (2) Internet discussion groups, which provide users with the opportunity to be part of electronic communities made up of individuals who share similar interests; (3) databases and library catalogs, which can be accessed remotely using telnet software; (4) gopher and World Wide Web (WWW) sites, which contain collections of information on many topics, including information of special interest to teachers such as lesson plans and descriptions of projects for children; (5) file transfer, by which users can get files or software from remote computers; and (6) community computing networks, which exist in many communities and provide members with information, including education-related information, and other services. The second section of the digest lists four common ways educators can access the Internet. First, in some states and regions, networking systems provide Internet access to educators and others. Second, access can be obtained through community computing networks. Special projects at universities and colleges offer a third way of accessing the Internet. Finally, commercial services provide Internet access for a fee. The final section of the digest offers suggestions for finding information on the Internet. These include reading Internet guide books, commonly available in bookstores; asking discussion group participants; using Internet finding tools such as Veronica, various tools for searching the WWW, and examining gopher and WWW sites that provide topical listings of Internet resources; and using the AskERIC electronic question-answering service. (BC)

Descriptors: *Access to Information; *Community; *Computer Mediated Communication; *Computer Networks; Databases; *Discussion Groups; Early Childhood Education; Electronic Mail; Elementary School Teachers; Library Catalogs; Online Searching; Preschool Teachers; Student Teachers

Identifiers: AskERIC; ERIC Digests; File Transfer Protocol; Gopher; *Internet; World Wide Web

ED382337 PS023136
Montessori Public School Consortium (MPSC) Update, 1993-1994.
Duax, Tim, Ed.; And Others
Montessori Public School Consortium, Cleveland, OH.
Montessori Public School Consortium (MPSC) Update, v1-2 1993-94
May 1994
39p.

Available From: Montessori Public School Consortium, 11424 Bellflower Road, N.E., Cleveland, OH 44106.

EDRS Price - MF01/PC02 Plus Postage.
Document Type: SERIAL (022)

These five newsletter issues provide reports from institutions and individuals involved in

the Montessori Public School Consortium (MPSC). Each issue contains feature articles, editorials, and field reports on Montessori programs in public schools. Featured topics include: (1) the Montessori Induction Program for new Montessori teachers; (2) Montessori Head Start; (3) the development of the MPSC; (4) Montessori assessment; (5) Montessori 2000, a planning document advocating 18 national Montessori projects; (6) a directory of Montessori public schools; (7) national surveys of Montessori public schools; (8) Montessori adolescent programs; (9) a Montessori Head Start program in Philadelphia, Pennsylvania; (10) Montessori instructional materials; (11) Montessori training and materials procurement; (12) the November 1993 MPSC national conference; (13) approaches to Montessori implementation; (14) the Montessori bulletin board on the America Online computer network; and (15) Montessori programs in public schools in Denver, Colorado, and Cincinnati, Ohio. (MDM)

Descriptors: *Consortia; Directories; Electronic Mail; Elementary Secondary Education; Instructional Materials; *Montessori Method; National Surveys; Newsletters; Preschool Education; Program Development; *Public Schools; *School Activities; Student Evaluation; Teacher Education

Identifiers: Montessori Preschools; *Montessori Schools; Project Head Start

ED371398 CS214404

Effects of Computer Correspondence on Student Writing.

Hood, Laura M.

1994

37p.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

A study investigated the effects on second graders' writing due to their participation in an electronic mail letter exchange. Subjects were 14 second-grade students who participated in a project on Virginia's Public Education Network, where they corresponded with a person in the character of Winnie-the-Pooh. A pre-test/posttest design was used in a 5-week interval. A rating scale was used to evaluate the students' writing. The students' writing was then grouped to correspond with the domains on the scoring system used for the Virginia Literacy Passport Test. Results indicated that the subjects scored higher in the composing and style domains on the posttest than the pretest, but lower in the usage domain and sentence formation on the posttest than the pretest. Results also indicated no change on the mechanics domain scores. Surveys of the subjects revealed largely positive attitudes towards the project. With future research, projects like this could be improved and become even more effective in promoting student writing. (Contains 20 references and 4 figures of data. The rating scale for the pre-test and posttest, the rating scale categories of the Virginia Literacy Passport, and the student opinion survey are attached.) (RS)

Descriptors: *Electronic Mail; Grade 2; Letters (Correspondence); Primary Education; Student Surveys; Writing (Composition); *Writing Attitudes; Writing Evaluation; Writing Research

Identifiers: Virginia

ED357829 PS021183

Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities through Multi-Technology. Leadership I Formative Evaluation of Cluster 54.

Groff, Warren H.

1993

174p.; For a related document, see ED 352 126.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: EVALUATIVE REPORT (142)

This paper presents a description and formative evaluation of National (Multi-Tech) Cluster III, Nova University's third technology-intensive doctoral program in Child and Youth Studies (CYS) in which formal instruction occurs in clusters, or groups of professionals in different geographic locations who are connected via electronic communications technology. National clusters focus on understanding the basic concepts of leadership theory and research and applying these concepts to problems in a professional context. Following a brief introduction, a description of the preliminary planning for the technology delivery system used in the doctoral program is offered. Program development is discussed, an introduction to the telecommunications used in the program is presented, and the Leadership I course is described. The course uses technological aids, such as electronic classrooms, to explore: (1) societal problems and issues; (2) leadership theory and practice; and (3) organizational, personal, and professional development. The paper concludes with a discussion of a conceptual framework for human resources development, emphasizing the advantages of multi-tech learning. Appendices include copies of instructions and memos to students in National Cluster III; materials from electronic classrooms; and examples of outstanding work by two students (Daniel R. Hayes and Deborah W. Whaley). The students' papers and other materials comprise the bulk of the document. (MM)

Descriptors: Curriculum Design; *Doctoral Programs; Early Childhood Education; *Educational Technology; Electronic Mail; Higher Education; Human Resources; *Labor Force Development; *Leadership; Program Descriptions; *Telecommunications

Identifiers: *Technology Utilization

ED355974 IR054539

The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles about ERIC (Covering the Period 1960-1992).

Brandhorst, Ted, Ed.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD. Jan 1993

159p.; Supersedes earlier editions: ED 169 955, ED 262 784, and ED 308 874.

Sponsoring Agency: Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Contract No: RI89002001

EDRS Price - MF01/PC07 Plus Postage.

Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)

As producer of one of the earliest, most economical, and frequently searched machine-readable databases, the Educational Resources Information Center (ERIC) has been frequently studied and has figured heavily in the growth of online searching and in evaluations of the relatively new medium of bibliographic databases on compact disk (CD-ROM). This annotated bibliography represents the results of a comprehensive search for documents and journal articles written about ERIC published from 1960 through 1992. It contains 689 citations (574 referring to items in the ERIC database and 115 to items not in the database), adding 182 new citations to those listed in previous editions. The bibliography is arranged in descending order of accession number, with the most recent material listed first. Document resumes are included for entries in "Resources in Education" one of ERIC's two monthly publications, and journal article resumes are included for entries from the other monthly publication, "Current Index to Journals in Education." Subject, author, and institution indexes are included. An addendum lists references to items not in the ERIC database. ERIC clearinghouses and other network components are listed, and an order form is included for the ERIC Document Reproduction Service. (SLD)

Descriptors: Abstracts; Agency Role; Annotated Bibliographies; *Bibliographic Databases; Citations (References); Early Childhood Education; *Educational Research; Educational Resources; Elementary Secondary Education; Indexes; Literature Reviews; *Online Searching; Online Systems; Optical Data Disks; Postsecondary Education; Research Reports; Technological Advancement

Identifiers: *ERIC

ED305798 EC212598

Serving 2,500 Preschoolers Mechanically: Should We Be Serving You.

Riley, Mary Tom; And Others

Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.

[1988

10p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

The paper briefly describes TIP (Telecommunications Intervention Program), a service which delivers preliminary Individualized Education Programs (IEPs) for Head Start handicapped children based on a computerized data base of long range goals, short term objectives, and specific related learning activities. This high technology expert system was developed by experts in the areas of early childhood, psychology, speech pathology, and special education. IEPs are provided for ten handicapping conditions (blind, deaf, emotional disturbance, health impaired, hearing impaired, learning disabled, mental retardation, orthopedic impairment, speech/language deficits, and visual impairments) as well as the gifted condition. Users of the system screen the child using standard instruments and submit data concerning chronological age, suspected handicapping condition, and developmental age/s. Data may be communicated by a telephone conference, mail, or direct computer link. Users receive a printout of goals and objectives accompanied by referenced curriculum, materials,

and recommended activities. The rapid return of IEPs allows a child to receive and master several plans in a year. During the second and third years of operation over 5000 IEPs were implemented and over 800 hot line calls were made for purposes of crisis intervention, short term counseling, and other information services. The program serves Head Start Programs in the states of Louisiana, Arkansas, Texas, Oklahoma, and New Mexico. (DB)

Descriptors: *Computer Managed Instruction; *Disabilities; *High Risk Students; *Individualized Education Programs; Intervention; Preschool Education; Screening Tests; *Student Educational Objectives; Telecommunications

Identifiers: *Early Intervention; Project Head Start; *Telecommunications Intervention Program

ED280639 RC016111

Inservice Training via Telecommunications: Almost Like Being There.

Pitcher, Sharman; And Others

Oct 1986

9p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Target Audience: Practitioners

Provision of needed services to handicapped preschoolers in rural areas presents major challenges, primarily because of the lack of trained personnel. Federally-funded Project Hi Tech trained teaching staff of two preschools, one of them located almost 200 and the other over 300 miles from Utah State University, by using two-way audio-video telecommunications supported by more common forms of communication including telephone and electronic mail. The microwave signal transmission system utilized the existing state network with the addition of 23 gigahertz microwave radios at the two preschool sites. Other equipment included uni-directional and mobile microphones, broadcast-quality and home video cameras, standard television receivers, the Special Net data-base, and speaker phones. Training techniques utilized coincidental and microsession teaching, the "Let's Be Social" curriculum for handicapped children, and a planning procedure for determining training content. Data indicated that interactive, televised classroom sessions did provide consultants with sufficient information to formulate individual training plans for rural teachers and that rural teachers could follow the plans. The resultant procedures were effective in helping children acquire skills. Few difficulties were incurred due to hardware malfunction; only 4 of 58 scheduled training sessions had to be cancelled due to equipment failure. (NEC)

Descriptors: Access to Education; College School Cooperation; Delivery Systems; *Disabilities; *Distance Education; Electronic Equipment; Electronic Mail; *Inservice Teacher Education; Postsecondary Education; Preschool Education; Preschool Teachers; *Rural Areas; Rural Education; *Special Education; *Telecommunications; Teleconferencing

Identifiers: *Utah State University

ED259841 PS015194

Expanding Human Services Training through Telecommunications: A Day Care-Head Start Study. Executive Summary.

North Carolina State Dept. of Human Resources, Raleigh. Office of Day Care Services. Jan 1985

19p.

Sponsoring Agency: Office of Human Development Services (DHHS), Washington, D.C.

Grant No: 90-PD-860021/01

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143)

The feasibility of incorporating teletraining into a statewide staff development program was examined in a comparison of four training approaches: traditional instruction and audio instruction enhanced with either slides, videocassettes, or slowscan. The training population consisted of directors and caregivers from Head Start and state-subsidized day care centers in North Carolina. Three urban and one rural teleconferencing centers were established in the state. Attendance at each site ranged from 7 to 18 teachers and aides and from 3 to 14 administrators. Lasting between 3 and 4 hours per subject area, training focused on the classroom environment, families, and financial management. It was found that teleconferencing can create a learning environment as desirable as the one created by traditional training, both in terms of amount of learning and attitudes toward training. Of the approaches examined, audioconferencing provided the most cost-effective alternative to traditional training. It was suggested that the other approaches can offer a number of benefits when used in a specialized manner. (RH)

Descriptors: Comparative Analysis; *Cost Effectiveness; *Day Care Centers; Early Childhood Education; Postsecondary Education; *Staff Development; State Programs; *Telecommunications

Identifiers: *Instructional Effectiveness; Media Appraisal; North Carolina; *Project Head Start

ED251186 PS014719

Telecommunications. Training for Day Care Teachers, Aides, and Administrators: A Comparative Study. A Summary Report.

Suarez, Tanya M.; And Others

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

May 1984

25p.

Sponsoring Agency: North Carolina State Dept. of Human Resources, Raleigh. Office of Day Care Services.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143)

This study compared the effectiveness of three types of telecommunications technology and a traditional face-to-face approach in training day care teachers, aides, and administrators. The technologies were audio telecommunications with (1) audiotapes and slides, (2) videotapes,

and (3) slowscan television. Data were collected through observations of training implementation, knowledge pretests and posttests, an opinionnaire, and a demographic survey of trainee characteristics. Results indicated that each training approach could be presented to cover the same content and procedures in similar amounts of time. Each approach resulted in a significant increase in knowledge, and none of the approaches was more effective than others in achieving knowledge gain. Subjects viewed traditional sessions more positively than audio or slowscan television sessions and preferred sessions delivered at a single site to multi-site sessions. Trainees who initially knew the least about the content learned the most. Other trainee characteristics were not related to the amount of learning that occurred. It was concluded that telecommunications technologies can effectively be used for training day care personnel. Additional observations are discussed, and recommendations are offered regarding the implementation of telecommunications training. Specifically, these recommendations concern primary sources of problems and the quality and effectiveness of training. (RH)

Descriptors: *Administrators; Audiovisual Aids; *Child Caregivers; Comparative Analysis; *Day Care; Early Childhood Education; Inservice Education; *Preschool Teachers; *Telecommunications; *Training; Videotape Cassettes

Identifiers: *Face to Face Communication; Slow Scan Television

ED221187 IR010358

Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.

George Washington Univ., Washington, D.C. Social Research Group.

Jun 1979

49p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No: 400-79-0013

EDRS Price - MF01/PC02 Plus Postage.

Document Type: CLASSROOM MATERIAL (050); DICTIONARY (134)

This manual introduces the Interagency Research Information System (IRIS), a database dealing with federally-sponsored research and development efforts relating to children and youth, and outlines the general uses of the IRIS database. The classification for the subject description of materials covered by the database is described and the classification scheme is presented, along with the numeric codes affiliated with the classification categories that are used in searching the IRIS file online. The general categories of information provided include general project information (e.g., funding, duration, scope, and sample size), targeted research population (by age, sex, ethnicity, socioeconomic status, and location), kind of research, focus of research, areas of research, and findings. (JL)

Descriptors: *Adolescents; Agency Cooperation; *Classification; *Databases; Federal Programs; Information Retrieval; Information Systems; Online Systems; *Public Agencies; Research Reports; Search Strategies; *Young Children

Identifiers: *Interagency Research Information System

Journal Articles

EJ513402 EA531163
What 2nd Graders Taught College Students and Vice Versa.
Curtiss, Pamela M.; Curtiss, Kerry E.
Educational Leadership, v53 n2 p60-63 Oct 1995
ISSN: 0013-1784
Available From: UMI
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
An Internet correspondence program gave Nebraska secondgraders an audience for their writing and provided Iowa preservice teachers with insights into classroom teaching. The experience helped youngsters' reading, writing, and comprehension skills. The college students learned that children can communicate in a sophisticated manner, have varied interests, and read at different levels. (MLH)
Descriptors: *Childrens Literature; *College School Cooperation; *College Students; *Electronic Mail; Elementary Education; *Grade 2; Higher Education; *Reading Strategies
Identifiers: *Internet; Iowa; Nebraska

EJ503951 SE554024
Tech Time: Ramona and the Fruit Flies: An Interdisciplinary Approach.
Mason, Marguerite; Lloyd, April K.
Teaching Children Mathematics, v1 n6 p388-92 Feb 1995
ISSN: 1073-5836
Available From: UMI
Document Type: TEACHING GUIDE (052); RESEARCH REPORT (143); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Reports on how a school-university partnership used Virginia's Public Education Network to help third graders learn about metamorphosis in insects and the scientific method of experimentation, observation, and data collection. (MKR)
Descriptors: *College School Cooperation; *Data Collection; Elementary School Mathematics; *Entomology; Grade 3; Learning Activities; Mathematics Education; *Mathematics Instruction; Primary Education; *Problem Solving; Science Education; *Technology
Identifiers: Internet; *Mathematics Activities

EJ503599 PS523252
Electronic Impersonations: Changing the Context of Teacher-Student Interaction.
Harris, Judith B.

Journal of Computing in Childhood Education, v5 n3-4 p241-55 1994
ISSN: 1043-1055
Available From: UMI
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Reports results from "Characters Online" a telecommunications in education project. Participating college students impersonated characters in children's books in electronic mail communications over the Internet with elementary school students reading the equivalent books. Both groups engaged frequently in informal conversation and rarely used regulatory or instructional language. (AA)
Descriptors: Child Language; *Class Activities; Classroom Communication; *Computer Mediated Communication; *Computer Uses in Education; Educational Technology; Language of Instruction; Language Patterns; *Language Styles; *Online Systems; Primary Education; *Teacher Student Relationship; Telecommunications

EJ499972 PS522971
Literacy as a Sociocultural Tool in the Pursuit of Friendship.
Westburg, Laura
Dimensions of Early Childhood, v23 n1 p5-9 Fall 1994
ISSN: 1068-6177
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Describes the use of electronic mail and coded messages by two five-year olds in an early childhood class, examining the effects of early literacy on social interaction. Suggests that teachers need to create a classroom culture that offers authentic, meaningful experiences for children and that reflect real-life uses of literacy. (MDM)
Descriptors: Case Studies; Classroom Environment; Coding; Computer Uses in Education; Early Childhood Education; *Electronic Mail; *Friendship; *Literacy; Microcomputers; *Preschool Children; *Social Development; *Teacher Role
Identifiers: Emergent Literacy

EJ486926 PS522106
ATLIS. Early Childhood Development and the Electronic Age.
Alexander, Nancy P.
Young Children, v49 n5 p26-27 Jul 1994
ISSN: 0044-0728
Available From: UMI
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Describes the America Tomorrow Leadership Information Service (ATLIS) and how this information can benefit early childhood professionals. Discusses the future of telecommunications in the early childhood profession and includes a glossary of telecommunications terms. (HTH)
Descriptors: *Early Childhood Education; Educational Resources; Glossaries; *Information Networks; Information Sources; Online Systems; *Professional Development;

*Telecommunications
Identifiers: ATLIS Computer Network

EJ483740 IR528663
Teaching Information Skills at the Primary Grade Levels.
Sine, Lynn
School Library Media Activities Monthly, v10 n9 p29-30,33 May 1994
ISSN: 0889-9371
Document Type: TEACHING GUIDE (052); POSITION PAPER (120); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Offers suggestions for teaching information skills to kindergarten through second-grade students. Highlights include book titles to use as discussion lead-ins; library group activities; the use of technology, including computer software and electronic mail; and problem-solving skills. (LRW)
Descriptors: Computer Assisted Instruction; Courseware; Discussion (Teaching Technique); Electronic Mail; Group Activities; Information Literacy; Learning Activities; Learning Resources Centers; *Library Instruction; *Library Skills; Primary Education; Problem Solving; School Libraries
Identifiers: *Information Skills

EJ476859 TM517660
Notes from ERIC/AE: More than a Name Change.
Rudner, Lawrence M.
Educational Measurement: Issues and Practice, v12 n4 p27-29 Win 1993
ISSN: 0731-1745
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Activities of the new ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) are described, and planned activities and services are reviewed. ERIC/AE gathers information pertaining to assessment, evaluation, and learning theory; and it makes that information available to a number of audiences through print and electronic media. (SLD)
Descriptors: *Clearinghouses; *Databases; Early Childhood Education; *Educational Assessment; Educational Research; Educational Technology; Electronic Mail; Elementary Secondary Education; *Evaluation Methods; *Information Dissemination; Information Networks; *Institutional Mission; Measurement Techniques; Postsecondary Education; Reference Services; Resource Materials
Identifiers: *ERIC Clearinghouse on Assessment and Evaluation

EJ445003 RC508817
Evaluating the Benefits of a Computer Based Telecommunication Network: Telementoring and Teletraining for Educators in Rural Areas.

Kendall, Robbie M.

Journal of Research in Rural Education, v8 n1 p41-46 Win 1992

ISSN: 6-0534

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes an inservice teacher training program for educators in early childhood special education in rural South Carolina using telecommunications, telementoring, and teletraining. The program evaluation shows significant improvements in participants' self-reported competency in using computers, understanding research journals, and using research information. (KS)

Descriptors: *Access to Information; *College School Cooperation; Early Childhood Education; Educational Technology; *Inservice Teacher Education; Networks; Program Evaluation; *Rural Schools; *Special Education; *Telecommunications

Identifiers: Telementoring; *Teletraining

EJ441323 EC602615

Use of Telecommunications for Inservice Support of Teachers of Students with Disabilities.

Rule, Sarah; Stowitschek, Joseph J.

Journal of Special Education Technology, v11 n2 p57-63 Fall 1991

Available From: UMI

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

A project is described that applied electronic media to inservice training, support, and consultation of preschool special education personnel in geographically distant locations. The system permitted two-way, full-motion video as well as interactive audio communication and was extended into teachers' own classrooms for observation and training. (Author/JDD)

Descriptors: Consultation Programs; Demonstration Programs; *Disabilities; *Distance Education; Early Intervention; Federal Programs; *Inservice Teacher Education; *Interactive Video; Postsecondary Education; Preschool Education; Technological Advancement; *Telecommunications; Teleconferencing

EJ392000 CS738180

Using a TTNS Electronic Mailbox in a Junior Class.

Wishart, Elizabeth

Reading, v22 n3 p144-51 Nov 1988

Available From: UMI

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); RESEARCH REPORT (143)

Explains the use of the Times Network System's (TTNS) Electronic Mailbox in the classroom, discussing advantages and disadvantages, and suggests conditions favorable to a successful program. (NH)

Descriptors: Audience Awareness; Case Studies; *Communication Skills; *Computer Uses in Education; *Electronic Mail; Foreign Countries; Information Networks; Information

Processing; *Information Technology; Intermediate Grades; Primary Education; Writing Instruction; Writing Skills

Identifiers: England; Times (London)

EJ380428 IR518962

An Economic Analysis of Inservice Teacher Training.

Rule, Sarah; And Others

American Journal of Distance Education, v2 n2 p12-22 1988

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

This economic analysis compares the costs of two training alternatives for inservice teacher training in rural areas: (1) actual training delivered via telecommunications, and (2) estimated costs of an equal amount of on-site training. A project at Utah State University using interactive television for early education staff teaching handicapped children is described. (7 references) (LRW)

Descriptors: Comparative Analysis; *Cost Effectiveness; Cost Estimates; Disabilities; Early Childhood Education; *Inservice Teacher Education; Personnel; *Rural Schools; *Telecommunications; *Training Methods

Identifiers: Interactive Television; Utah State University

EJ368919 EC202297

Developing Writing Skills in Bilingual Exceptional Children.

Goldman, Susan R.; Rueda, Robert

Exceptional Children, v54 n6 p543-51 Apr 1988

Special Issue: Research and Instruction in Written Language.

Available From: UMI

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)

Target Audience: Teachers; Researchers; Practitioners

This paper reviews two theoretical approaches (cognitive- developmental and functional-interactive) to the study of the writing of bilingual exceptional children and discusses their implications for effective writing instruction. Also described are two illustrative research projects, one employing the dialogue-journal technique on a microcomputer and another using narrative writing in dyads. (Author/JDD)

Descriptors: *Bilingual Students; Child Development; Cognitive Processes; Computer Uses in Education; Dialogs (Language); *Disabilities; Early Childhood Education; Elementary Secondary Education; Interaction; Microcomputers; Online Systems; *Skill Development; Teaching Methods; *Writing (Composition); Writing Instruction; *Writing Skills

Identifiers: Dyads; *Functional Learning Environments

EJ367426 EC201893

Modifying Preschool Teaching Behavior through Telecommunications and Graphic

Feedback.

DeWulf, Michael J.; And Others

Teacher Education and Special Education, v10 n4 p171-79 Fall 1987

Available From: UMI

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Target Audience: Practitioners; Researchers

Three undergraduate students were observed and trained through a two-way audio-video telecommunications system to use prescribed teaching tactics with preschool-aged handicapped children. Televised graphic feedback alone was insufficient in producing desired changes in teacher behavior, but televised graphic feedback plus televised verbal explanation of desired behaviors was sufficient. (Author/JDD)

Descriptors: Audiovisual Communications; *Behavior Modification; *Disabilities; *Feedback; Preschool Education; *Preservice Teacher Education; Student Behavior; Teacher Behavior; Teaching Methods; Teaching Styles; *Telecommunications; *Television; Verbal Communication; Visual Aids

EJ343870 EC190800

A Directory of Resources Supporting Microcomputer Use in Early Childhood Special Education.

Hurth, Joicey L.

Journal of the Division for Early Childhood, v10 n3 p270-82 1986

Document Type: JOURNAL ARTICLE (080); DIRECTORY (132)

Target Audience: Researchers; Practitioners

The directory lists and describes 48 resources organized by: projects using microcomputers to instruct young exceptional children, other early childhood special education microcomputer projects, technical assistance projects, software evaluation projects, publications and projects on adapted toys and educational devices, online electronic communication, and sources for publications and other print resources. (DB)

Descriptors: Computer Assisted Instruction; Demonstration Programs; *Disabilities; *Early Childhood Education; *Educational Resources; Instructional Material Evaluation; *Microcomputers; Online Systems; Program Descriptions; Technical Assistance; Toys

EJ333597 SO514975

Computer Programs for the Mind: New Ways to Learn.

Knauer, Gene

Futurist, v20 n2 p33-35 Mar-Apr 1986

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Interactive computer programs that include software able to mold its communication to the individual computer user will mean new links between man and machine. The computer will become an incredibly versatile tool for learning able to serve as a private tutor gearing instruction to the individual learner. (RM)

Descriptors: *Computers; *Computer Software; Elementary Secondary Education; *Futures

(of Society); Higher Education; Individualized Instruction; Online Systems; Preschool Education

EJ331773 IR515032

Children's Broadcasting Information Online.

Andrews, Patrice K.

American Libraries, v17 n1 p76,78 Jan 1986

Available From: UMI

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

This article describes a computerized clearinghouse for children's radio and television designed to help parents, teachers, librarians, and students gather information on programs targeted for preschool through high-school-aged children. Data on 20,000 programs for the pilot, access for special needs audience, and the book/short story connection are covered. (EJS)

Descriptors: Clearinghouses; *Databases; Elementary Secondary Education; Information Services; *Information Systems; *Online Systems; Preschool Education; *Programing (Broadcast); *Radio; *Television

Identifiers: Database Reviews; KIDSNET

An Internet Glossary

Glossary

Address — A location on a disk or in memory where a piece of information is stored. Also often used to refer to one's Internet address, which consists of letters followed by @ (i.e., "at" sign) and two or more domain name server names (example: jsmith@uiuc.edu).

Archive — Storage of files for future use. Used in this book to indicate where Internet discussion group proceedings are stored and accessible.

ASCII — American Standard Code for Information Interchange.

ASCII file — File that contains only ASCII characters (i.e., basic alphanumeric characters) and that can be sent directly over most computer networks such as the Internet. Non-ASCII files, which contain program-specific formatting codes and special characters, may not necessarily be sent over computer networks without additional special software such as MIME (see also).

baud — Measure of digital communication speed that measure how many signals are transmitted per second. Do not confuse with bits per second.

BITNET — Because It's Time NETwork. A network connecting primarily IBM mainframes and minicomputers in research institutions and universities around the world. A low-cost, low-speed network, BITNET was developed to provide distributed network access beyond the limits of the original ARPANet network.

bits per second — Measure of digital communication speed that measures how many characters are transmitted across a datalink each second. Do not confuse with baud rate.

body/subject — The body of an email message is the actual text of the message; the subject is a special field that briefly describes the content of the message.

bounced message — An email message that is undeliverable for some reason, and has been returned to the original sender.

CELLO — A World Wide Web browser intended for use with Microsoft Windows.

client A computer that requests information or files from another computer connected to the Internet (called a "server").

community computing network A network that provides a large group of users, usually at the community or regional level, with access to the Internet and to local resources, typically at very low cost. A Free-Net (see also) is a type of community computing network.

connect time The length of time you are "logged on" to a computer system.

Cyberspace Term invented by William Gibson in the science fiction novel *Neuromancer* to refer to a futuristic computer network that people use by plugging their brains into it.

daemon Software on a UNIX operating system that runs continuously, performing "housekeeping" chores. The term is most visible to email users who send an email message to an improper address; the mail is returned by a mail daemon. Software that runs Gopher and World Wide Sites is "daemon" software. This software is always running; it doesn't need to be repeatedly "started up" (as you repeatedly "start up" a word processor each time you want to use it, for example).

Domain Name A system for naming computers on the Internet. See Chapter 1.

DOS Disk Operating System.

Download To transmit data from a remote computer to a local computer on which a user is working.

FAQ Frequently asked question. FAQs are files containing the answers to frequently asked questions and are frequently found at Internet site.

Finger A facility used on a UNIX computer connected to the Internet that locates an individual's logon name in an email address, given the domain name of the computer the individual uses for email.

Free-Net A type of community computing network (see also) that is affiliated with the National Public Telecomputing Network (NPTN). The first Free-Net was the Cleveland Free-Net. See Chapter 1.

FTP	File Transfer Protocol. Program that allows users to transfer files from one computer to another over a network. Some knowledge of the other computer's operating system is required.
Gopher	An information server that contains extensive information organized by menu. Gophers can also provide access to other information servers anywhere in the world by "pointing" to them from a menu item.
header	The part of an electronic mail message generated by the protocols that govern message transfer. Provides information about who originated a message, its pathway of travel across the Internet, and machine identifications along the way.
home page	See Web site.
HTML	HyperText Markup Language. A series of codes inserted into ASCII text documents that instruct Web browsers (see also) how to display the documents.
HTTP	HyperText Transfer Protocol. A type of electronic protocol used by computers on the World Wide Web for communicating with each other. The four letters "http" appear at the beginning of the URL (see also) of many World Wide Web pages.
hypertext document	A document that contains within it links to other documents; by choosing a link, a user is automatically connected to another document on a local computer or over the Internet.
Internet	An international network of networks serving educational, military, government, and commercial institutions. The Internet is primarily the result of federal government sponsored research into high-speed networking.
internet service provider	An institution, organization, or commercial enterprise that provides users with access to the Internet.
IP Address	The numerical address assigned to each computer on a network so that its location and activities can be distinguished from other computers.
JUGHEAD	A type of software used to search an individual Gopher (see also) site.

logon, login (1) A unique name you use to access or "log on" to a computer; usually appears as the first part of your email address, before the "at" sign. (2) To access a computer by providing a unique user name.

mail list An umbrella term that includes all kinds of Internet discussion groups based on listserv, majordomo, listprocessor, or other kinds of software that works by automating the process of sending a message to many people at the same time.

MIME Multi-Purpose Internet Mail Extensions. This is a specification for sending objects other than message text (most often text files, but sometimes software, or video) in email messages.

modem A device that fits into or onto your computer for the purpose of exchanging information with another computer via the telephone network.

Mosaic A World Wide Web browser that works with Microsoft Windows.

netiquette Internet etiquette.

Netscape Navigator A World Wide Web browser that works with Microsoft Windows.

NPTN National Public Telecomputing Network. An organization that provides information, software, and assistance to communities that want to establish local community computing networks. See Chapter 1.

Password A string of alphanumeric characters used to protect a logon account on a computer by making access to that account by unauthorized users very difficult. A password is not totally secure and may not be absolutely effective in preserving your privacy and the safety of the network you belong to, especially if you share your password with someone else.

PPP Point-to-point protocol, or PPP, allows your computer to speak to a variety of network languages including AppleTalk, IPX, and IP, over the phone line. PPP is helpful if you use the Internet extensively from home by dialing in to an institutional computer account. To use PPP, you need a high-speed modem (at least 14.4 kbps) and special PPP software. Check with your local system administrator to see if PPP is available through your type of account.

search engine A program used to search a collection of electronic resources. Search engines exist on the Internet that can search for information in millions of Internet sites.

server	A computer on the Internet that provides (or "serves") information or files to other computers (called "clients") that send requests to the server.
signon	Same as login.
SLIP	Serial Line Internet Protocol. A precursor of and similar in function to PPP (see also).
surfing	The enjoyable act of browsing for Internet information.
TCP/IP	Transmission Control Protocol/Internet Protocol. A set of protocols used by the Internet to support services such as TELNET, file transfer (FTP), and mail (SMTP).
TELNET	Internet standard protocol for remote terminal connection. Enables a user at one site to log on to a server as if his or her own computer were directly connected to the server.
UNIX	UNIX is an operating system used on a variety of mainframes, workstations, and personal computers. It has short commands and advanced file sharing and networking capabilities. It works a lot like DOS.
URL	Uniform Resource Locator. A format of Internet address used on the World Wide Web.
USENET	An informal news network linking many sites around the world.
VERONICA	A type of software used to search Gopher (see also) sites worldwide.
Web site	A collection of information or resources on the World Wide Web that usually consists of a series of files or "pages." The page which introduces the site is called the "Home Page."
Web Browser	A program that allows users to connect to sites on the World Wide Web. Web browsers can be text-only (such as Lynx) or graphical (such as Mosaic and Netscape Navigator).
World Wide Web	That part of the Internet that allows users to easily follow links among hypertext documents (see also) and to view files that contain both text and nontext (such as graphics, video clips, sound, etc.) material. Web browsers (see also) are software that allows users to access the World Wide Web.

Index

INDEX

ACCESS ERIC, 3-1
Access to the Internet, 1-5
Address (Email), G-1
Address Books for the Internet, 1-10
Administrative Address (Listserv), 1-11
Age Level Terms, 4-4
Alcohol Abuse and Prevention, 3-49; 3-61
Alliance for Parental Involvement, 3-2
America Online, 1-6
American Psychological Association, 3-3
Animal Information Database, 3-55
Animal Tracks On-Line, 3-4
Apple Computer, Inc., 4-1
Archive, G-1
Art Education, 3-5; 3-29
ArtsEdNet, 3-5
ASCII, G-1
ASCII Files, G-1
AskERIC, 3-6; 4-5
AskERIC Virtual Library, 3-6
Assessment, 3-21
At-Home Dad Newsletter, 3-7
Baud, 1-4; G-1
BBN's National School Network Testbed, 3-8
Big Dummy's Guide to the Internet, 1-15
Big Sky Telegraph, 3-9
BITNET, G-1
Bits per second, G-1
Blagojevic, Bonnie, vii; 2-8; 3-18
Body/subject (Email), G-1
Bookmarks, 1-26
Bounced Message (Email), G-1
Busch Gardens, 3-55
CAMPUSCARE-L@postoffice.cso.uiuc.edu, 2-3
CELLO, G-1
Center for Career Development in Early Care and Education, 3-10
Center for Children with Chronic Illness and Disability, 3-11
Child Care, 3-10; 3-36; 3-38; 3-46; 3-51; 3-54
Child Abuse, 3-37
Children First! National Parent Teacher Association Site, 3-43
Children, Stress, and Natural Disasters, 3-12

Children's Defense Fund, 3-13
Children's Environments, 2-3
Children's Health, 3-11; 3-31; 3-33; 3-59
The Children's Literature Web Guide, 3-14
Children's Rights Council, 3-15
Children's Software, 3-45
Classroom Connect, 1-32; 3-16
Client (Computer), 1-13, G-2
Commercial Internet Services, 1-6
Community Computing Networks, 1-5; G-2
CompuServe, 1-6
Computer Configurations, 1-3
Connect Time, G-2
Consortium for School Networking, 3-17
Country Domain Suffixes, 1-8
CSHCN-L@nervm.bitnet, 2-4
Current Awareness Service, 3-22
Cyberspace, G-2
CYE-L@cunyvms1.gc.cuny.edu, 2-5
Daemon, G-2
Delphi, 1-6
Descriptors, 4-3; Appendix
DHHS, 3-59
Digest (Mail List command), 1-10
Discussion Address (Listserv), 1-11
Discussion Groups, 1-10; Chapter 2
Domain Name System (DNS), 1-7; G-2
DOS, G-2
Download, G-2
Drug Abuse and Prevention, 3-49; 3-61
Early Childhood Policy, 2-9
Early Childhood Education Online, 2-8; 3-18
Early Childhood Website, 3-19
ECENET-L@postoffice.cso.uiuc.edu, 2-7
ECEOL-L@Maine.Maine.edu, 2-8
ECPOLICY@postoffice.cso.uiuc.edu, 2-9
Education Level Terms, 4-4
EFF's Guide to the Internet, 1-16
Eisenhower National Clearinghouse, 3-20
Electronic Frontier Foundation (EFF), 1-15
Electronic Learning Magazine, 1-32
Electronic Mail (email), 1-8
Engst, Adam C., v
Environmental Education, 3-4; 3-24

ERIC/EECE Gopher/Web, 1-3; 3-22; 4-1
ERIC Clearinghouse on Assessment and Evaluation, 3-21
ERIC Clearinghouse on Elementary and Early Childhood Education, 3-22; 4-1
ERIC Clearinghouse on Information and Technology, 4-2
ERIC Clearinghouse on Rural Education and Small Schools, 3-23
ERIC Clearinghouse on Science, Mathematics, and Environmental Education, 3-24
ERIC Clearinghouse on Urban Education, 3-25
Etiquette--Internet (Netiquette), 1-12
ETS (Educational Testing Service) Test Collection, 3-21
Evaluation, 3-21
Exploratorium, 3-26
FAQ, G-2
Finding and Using ERIC on the Internet, Chapter 4
Finger command, 1-9; G-2
Fire protection, 3-40
Food and Nutrition, 3-31
Franklin Institute Science Museum, 3-27
Free-Nets, 1-5; G-2
FTP, 1-14; G-3
FTP Commands, 1-15
Gopher, 1-19; G-3
Gore, Al, 1-5
GTOT-L@eskimo.com, 2-10
HandsNet, 1-6
Hard Drive, 1-4
Harvard Family Research Project, 3-28
Header (Email), G-3
Home page, 1-24; G-3
HTML, G-3
HTML Manuals (print, online), 1-28
HTML Programming, 1-27
HTTP, G-3
Hypertext document, G-3
Hypertext link, 1-25
Identifiers, 4-4
Incredible Art Department, 3-29
Institute for Child Health Policy, 2-4
Instructor Magazine, 3-30
International Food Information Council Foundation, 3-31
Internet (definition), vii; G-3
Internet Mail Lists, 1-10
Internet Service Providers, G-3
Introduction to the Internet, Chapter 1
IP Address, G-3

JUGHEAD software, 1-20; G-3
Keeping Kids Reading Page, 3-32
KIDS-EL@vm.ege.edu.tr, 2-11
KIDS-IF@vm.ege.edu.tr, 2-12
KIDS-NB@vm.ege.edu.tr, 2-13
KIDS-PR@vm.ege.edu.tr, 2-14
KIDS-TO@vm.ege.edu.tr, 2-15
Kiesler, Sara, v
Krol, Ed, v
List of Listservs, 1-30
Listservs 1-10; Chapter 2
Literature, Children's, 3-14
Login/Logon, 1-9; G-4
Mail List, 1-10; G-4
Maternal & Child Health Net, 3-33
Mathematics Education, 3-20; 3-24; 3-52
MCHNet, 3-33
Media Literacy Project, 3-34
Memory (configuration), 1-3
Mexican Americans, 3-23
MIME, G-4
Minority Families, 3-25
Modem, G-4
Modems, 1-4
Monitors, 1-4
Mosaic, 1-21; G-4
Multiage@services.dese.state.mo.us, 2-16
NASA (National Aeronautics and Space Administration), 3-52
National Association for the Education of Young Children, 3-35
National Child Care Information Center, 3-36
National Child Rights Alliance, 3-37
National Coalition for Campus Child Care, 3-38
National Early Childhood Technical Assistance System (NEC*TAS), 3-39
National Fire Protection Association, 3-40
National Institute on Early Childhood Development and Education, 3-41
National Parent Information Network, 3-42
National Parent Teacher Association, 3-43
National Program for Playground Safety, 3-44
National Public Telecomputing Network, 1-5; G-4
Native Americans, 3-23
NCCIC, 3-36
Netiquette, 1-12; G-4
Netscape Navigator, 1-23; G-4
Newsgroups, 1-12

Oak Software Repository, 3-45
Online HTML Manuals, 1-28
Oregon's Childhood Care and Education Center Development System, 3-46
Oryx Press, 3-47
Parenting, 3-2; 3-42; 3-43; 3-48
PARENTING-L@postoffice.cso.uiuc.edu, 2-17
Parents, Educators and Publishers, 3-48
Parent's Guide to the ERIC Database, 3-23
Parents AskERIC, 4-5
Password, G-4
Phone Books for the Internet, 1-10
Playground safety, 3-44
PPP, 1-6; G-4
Prevention Primer, 3-49
Prodigy, 1-6
Project Approach, 2-18; 3-50
PROJECTS-L@postoffice.cso.uiuc.edu, 2-18
Publication Types, 4-5; Appendix
Punky's Childcare Connection, 3-51
Quest: NASA's K-12 Internet Initiative, 3-52
Quotable Quotes, v
ReadyWeb, 3-53
Reggio Emilia Approach, 2-19
Reggio Emilia (Italy), 2-19
Reggio-L@postoffice.cso.uiuc.edu, 2-19
Ridgeway Elementary School, 2-16
Roadmap of the Internet, 1-29
Roadmap Workshop, 1-32
SAC-L@postoffice.cso.uiuc.edu, 2-20
School-Age Care, 2-20; 3-54
School-Age Child Care Project, Wellesley College, 2-20; 3-54
Science Education, 3-20; 3-24; 3-26; 3-27; 3-52
Science Learning Network, 3-27
Sea World/Busch Gardens Information Database, 3-55
Search Engines, 1-26; G-4
Search Engines (list of URLs), 1-27
Searching the ERIC Database, 4-1
Server (Computer), 1-13, G-5
Signon, G-5
SLIP, 1-6; G-5
SNEPARENTALK-L@schoolnet.carleton.ca, 2-21
SNETALK-L@schoolnet.carleton.ca, 2-22
SNETEACHTALK-L@schoolnet.carleton.ca, 2-23
Software, Children's, 3-45

Soloway, Elliott, v
Sproull, Lee, v
Strong Families, Strong Schools, 3-25
Subject Terms, 4-3
Surfing, G-5
TCP/IP, G-5
Teachers Helping Teachers, 3-56
Teaching and Learning Forum Newsletter, 3-47
Technology in Early Childhood Education, 3-22
Television, 3-34
TELNET, 1-19; G-5
Test Locator Database, 3-21
Toll Free ERIC, 4-5
UNICEF, 3-57
Uniform Resource Locator (URL), 1-3; 1-24; G-5
University of Saskatchewan, 4-1
UNIX, 1-14; G-5
Urban Education, 3-25
Urban Education Web, 3-25
URL (Uniform Resource Locator), 1-3; 1-24; G-5
U.S. Department of Education, 3-58
U.S. Department of Health and Human Services, 3-59
Usenet, 1-12; G-5
VERONICA, 1-20; G-5
VGA monitor, 1-4
Web66: A K12 World Wide Web Project, 3-60
Web Browser, 1-25; G-5
Web Site(s), Chapter 3; G-5
Wisconsin Clearinghouse for Prevention Resources, 3-61
World Link Newsletter, 3-62
World Wide Web, 1-4; 1-18; 1-21; G-5
WYCOOL-L@uconnvm.uconn.edu, 2-24
Zigler, Dr. Edward, vii

Appendix

The ERIC Clearinghouse on Elementary and Early Childhood Education

---

University of Illinois at Urbana-Champaign

Providing information for educators, parents and families, and all of us interested in the development, education, and care of children from birth through early adolescence, since 1967.

The ERIC Clearinghouse on Elementary and Early Childhood Education is one of 16 ERIC clearinghouses funded by the Office of Educational Research and Improvement, U.S. Department of Education. ERIC clearinghouses identify, select, and prepare entries describing documents and journal articles for the ERIC database, the world's most frequently used collection of information on education.

ERIC/EECE contributes to the database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life.

Acquisitions and Database Building

ERIC/EECE identifies and selects conference papers, research reports, curriculum materials, government documents, opinion papers, and published books for possible inclusion in the ERIC database. About 70% of materials submitted to ERIC/EECE are accepted for inclusion. The clearinghouse also annotates and indexes articles from more than 40 journals for ERIC.

Information Services

The clearinghouse provides information in response to mail, telephone, and electronic requests. Responses may include a short search of the ERIC database, full-text articles, resource lists and flyers, and/or appropriate referrals. For parents and early childhood educators, ERIC/EECE operates the Parents AskERIC question-answering service, which is part of the nationally acclaimed AskERIC systemwide project to provide electronic information services over the Internet (askeric@ericir.syr.edu).

Publications

In support of its dissemination and question-answering activities, the clearinghouse produces ERIC Digests (2-page articles on topics of high interest) and two bi-annual newsletters (the *ERIC/EECE Newsletter* and *The MAGnet* Newsletter on Mixed-Age Grouping). Other ERIC/EECE publications include a major series titled *Perspectives from ERIC/EECE*, Resource Lists, and *ReadySearches* (searches of the ERIC database on popular topics), information packets, and occasional papers. A complete listing of all products is available from the clearinghouse upon request.

The clearinghouse supplies no-cost camera-ready copies of newsletters, Digests, and Resource

Lists for other organizations and individuals to use at conferences and meetings.

Internet Activities

For educators and parents with Internet access, ERIC/EECE offers gopher and World Wide Web (WWW) sites at the following addresses:

Gopher: ericps.ed.uiuc.edu

http://ericps.ed.uiuc.edu/ericeece.html

The clearinghouse also operates several Internet-based discussion groups — on early childhood education (ECENET-L), middle level education (MIDDLE-L), school-age care (SAC-L), early childhood policy issues (ECPOLICY-L), the Reggio Emilia (Italy) approach to early education (REGGIO-L), and parenting (PARENTING-L). Complete information on subscribing to the discussion groups is available on request.

National Parent Information Network

A major focus of clearinghouse activity is the National Parent Information Network (NPIN), which ERIC/EECE operates with the ERIC Clearinghouse on Urban Education. A national electronic resource for parents and those who work with them, NPIN offers full-text information on parenting, parenthood, and parent-education partnerships. NPIN is accessible from the ERIC/EECE gopher and WWW addresses.

ERIC/EECE Partners Program

ERIC/EECE also maintains an active partners program, working with organizations to exchange information to inform their constituencies about the education-related information available from ERIC. In return, partners receive special services and complimentary copies of ERIC/EECE publications.

Workshops and Conferences

ERIC/EECE staff offer periodic workshops and presentations on ERIC services and on Internet use at national conferences. A limited number of presentations are also made on a cost-recovery basis.

For More Information...

A complete publications list and sample copies of both ERIC/EECE newsletters are available upon request. Information on submitting documents to ERIC, the ERIC system, the partner program, workshops, Internet services, and NPIN activities is also available by contacting the clearinghouse.

ERIC/EECE is funded by the Office of Educational Research and Improvement, U.S. Department of Education. The University of Illinois at Urbana-Champaign has operated the clearinghouse since 1967.

The National Parent Information Network

A New National Resource for Parents, Families, and People Who Support Them

The ERIC Clearinghouses on Elementary and Early Childhood Education (ERIC/ EECE) and on Urban Education (ERIC/CUE) invite you to join them on the National Parent Information Network, an Internet-based information network for parents and people who support them in raising and educating their children.

Why Is NPIN Needed?

Easy access to high-quality information is an essential component of any program that aims to help parents become informed partners in their children's education. Community organizations, health and social service agencies, libraries, parent centers, and schools are often asked for information on parenting or on how parents can be actively involved in their children's learning.

This information is already available from thousands of organizations, associations, and publishers. Before now, however, few efforts have been directed to creating a single point of access to this information. The National Parent Information Network is focusing its efforts on a national drive to acquire and disseminate high-quality, easy-to-understand parenting and parent-related materials. The focus is on creating an attractive, widely available information collection that incorporates graphics and other parent-friendly features on the Internet. NPIN is working to:

- build an information system that can be integrated with local parent and family resources;
- reach out to and train parents, especially low-income parents, and people who work collaboratively with them, to acquire the skills needed to use NPIN and to participate in the emerging national information infrastructure; and
- assure a simple, attractive, single point of access to high-quality parenting information.

What Does NPIN Do?

The University of Illinois and the U.S. Department of Education supported the initial development of NPIN. The national effort to collect information is well underway, and NPIN already includes one of the largest collections of information on parenting and child development on the Internet. NPIN now includes:

- short articles written for parents of children from birth through adolescence on a variety of topics, including child rearing and development; general health; behaviors; talents; disabilities; testing; working with teachers and schools; and home activities;

- PARENTS AskERIC, a question-answering service for parents, teachers, administrators, and parent education and parent involvement specialists that will link them to subject experts in professional associations, clearinghouses, universities, and government agencies;
- listings of useful, usually inexpensive materials available from professional associations, publishers, and other organizations;
- descriptions of innovative or exemplary parent education and involvement programs in schools and communities; and
- access to relevant ERIC digests and other education-related materials.

How Can You Participate?

- ***Use the system!*** If you have Internet access, gopher to:

  ericps.ed.uiuc.edu

  Or, use NPIN on the World Wide Web. The URL for NPIN's home page is

  http://ericps.ed.uiuc.edu/npin/npinhome.html

- ***Work with NPIN*** to share your materials with parents. The growing list of organizations contributing information to NPIN already includes the National Urban League, the National PTA, the Center for Early Adolescence, and several ERIC clearinghouses. Many other groups will soon provide materials.
- ***Provide feedback*** and suggest new materials to be acquired.
- ***Contact ERIC/EECE*** to contribute materials or for assistance in using NPIN, at:

ERIC/EECE, University of Illinois
805 W. Pennsylvania Ave., Urbana, IL 61801
Phone: 800-583-4135; 217-333-1386
Fax: 217-333-3767
email: ericeece@ux1.cso.uiuc.edu

Apple Computer has donated a Workgroup 80 server which is now the home of NPIN.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801-4897

ERIC/EECE PUBLICATIONS

May 1996

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges. * indicates a digest also available in Spanish.

1996 Digests

- ***Enhancing Students' Socialization: Key Elements.*** Jere Brophy.
- ***Helping Early Childhood Teacher Education Students Learn about the Internet.*** Lisa Janicke Hinchliffe.
- ***Hispanic-American Students and Learning Style.*** Shirley Griggs, Rita Dunn.
- ***Teaching Young Children about Native Americans.*** Debbie Reese.
- ***The Contribution of Documentation to the Quality of Early Childhood Education.*** Lilian Katz, Sylvia Chard.

1995 Digests

- ***Financing Preschool for All Children.*** Sherlie S. Svestka.
- ***School Readiness and Children's Developmental Status.*** Nicholas Zill, Mary Collins, Jerry West, Elvie Hausken.
- ***Encouraging Creativity in Early Childhood Classrooms.*** Carolyn Pope Edwards, Kay Wright Springate.
- ***Advertising in the Schools.*** Amy Aidman.
- ***Parent, Family, and Community Involvement in the Middle Grades.*** Barry Rutherford, Shelley H. Billig.
- ***Supporting Girls in Early Adolescence.*** Dianne Rothenberg.
- **** Fostering Resilience in Children.*** Bonnie Benard.
- ***The Benefits of Mixed-Age Grouping.*** Lilian G. Katz.
- ***The Changing Face of Parenting Education.*** Sharon L. Kagan.
- ***Performance Assessment in Early Childhood Education: The Work Sampling System.*** Samuel J. Meisels.
- ***The Internet and Early Childhood Educators: Some Frequently Asked Questions.*** Dianne Rothenberg.
- **** Hispanic Parent Involvement in Early Childhood Programs.*** Linda M. Espinosa.
- ***Full-Day Kindergarten Programs.*** Dianne Rothenberg.
- ***Family Involvement in Early Multicultural Learning.*** Kevin J. Swick, Gloria Boutte, Irma van Scoy.

1994 Digests

- ***Integrate, Don't Isolate!—Computers in the Early Childhood Classroom.*** Bernadette Davis, Daniel Shade.
- **** Assessing the Development of Preschoolers.*** Lilian G. Katz.
- ***The Risks of Rewards.*** Alfie Kohn.
- ***Peer Conflicts in the Classroom.*** Edyth J. Wheeler.
- ***Integrating Children with Disabilities into Preschool.*** Karen Diamond, Linda Hestenes, and Caryn O'Connor.
- ***Nutrition Programs for Children.*** National Health / Education Consortium (NHEC).
- ***Children's Nutrition and Learning.*** NHEC.
- **** Violence and Young Children's Development.*** Lorraine B. Wallach.
- **** The Project Approach.*** Lilian G. Katz.
- ***Resource Rooms for Children: An Innovative Curricular Tool.*** Sonja de Groot Kim.
- ***Asian-American Children: What Teachers Should Know.*** Jianhua Feng.
- ***Video Games and Children.*** Bernard Cesarone.
- ***Lasting Benefits of Preschool Programs.*** Lawrence J. Schweinhart.
- ***Using Federal Funds To Improve Child Care.*** Helen Blank.

1993 Digests

- ***Dispositions as Educational Goals.*** Lilian G. Katz.
- ***Self-Esteem and Narcissism: Implications for Practice.*** Lilian G. Katz.
- ***Collaboration: The Prerequisite for School Readiness and Success.*** Linda Kunesh, Joanne Farley.
- ***Developmentally Appropriate Programs.*** Marjorie Kostelnik.
- ***Young Children's Social Development: A Checklist.*** Diane E. McClellan, Lilian G. Katz.
- ***Health Care, Nutrition, and Goal One.*** Bernard Cesarone.
- ***Homeless Children: Meeting the Educational Challenges.*** Brad Goins, Bernard Cesarone.
- ***Reggio Emilia: Some Lessons for U.S. Educators.*** Rebecca S. New.
- ***Multiple Perspectives on the Quality of Early Childhood Programs.*** Lilian G. Katz.
- ***Problem Solving in Early Childhood Classrooms.*** J. Britz.

pre-1993 Digests

- ***Teacher-Parent Partnerships.*** Kevin J. Swick.
- ***The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children.*** Cathy Grace.
- ***Aggression and Cooperation: Helping Young Children Develop Constructive Strategies.*** Jan Jewett.
- ***Nongraded and Mixed-Age Grouping in Early Childhood Programs.*** Lilian G. Katz.
- ***Implementing an Anti-Bias Curriculum in Early Childhood Classrooms.*** Julie Hohensee, Louise Derman-Sparks.
- ***The Role of Parents in the Development of Peer Group Competence.*** Shirley G. Moore.
- ***Understanding and Facilitating Preschool Children's Peer Acceptance.*** Kristen M. Kemple.
- ***Having Friends, Making Friends, and Keeping Friends.*** Willard W. Hartup.
- ***Beyond Transition: Ensuring Continuity in Early Childhood Services.*** Joan Lombardi.
- ***Integrated Curriculum in the Middle School.*** James Beane.
- **** Positive Discipline.***
- **** Guidelines for Family Television Viewing.***

Digests in Spanish (Span/Eng)

- ☐ ***La Violencia y el Desarrollo de los Niños***. 1996/1994
- ☐ ***El Fomento de la Elasticidad en los Niños***. 1996/1995
- ☐ ***La Participación de los Padres en los Programas Preescolares.*** 1995/1995
- ☐ ***La Disciplina Positiva***. 1994/1992
- ☐ ***Guía Para Ver La Televisión En Familia***. 1994/1992
- ☐ ***El Método Llamado Proyecto.*** 1994/1994
- ☐ ***La Evaluación del Desarrollo de los Alumnos Preescolares.*** 1995/1994

• ERIC/EECE Newsletters

- ☐ ***ERIC/EECE Newsletter***; Twice yearly, free; check here to subscribe.
- ☐ The ***MAGnet Newsletter*** on mixed-age grouping; Twice yearly, $6, no postage/handling; check here to subscribe.

• Resource Lists

No cost or shipping charges.

- ☐ ***Developmentally Appropriate Practices in Primary Education.*** February, 1995.
- ☐ ***Internet Starting Points for Early Childhood Educators.*** May, 1995.
- ☐ ***Computer Software for Young Children.*** September, 1995.
- ☐ ***Scheduling at the Middle Level.*** September, 1995.

• Information Packets

Produced by ERIC/EECE and the North Central Regional Educational Laboratory (NCREL). Extensive collections of brochures, articles, ERIC Digests, and an extensive ERIC bibliography. Packaged in a special pocket folder. Especially intended for school and program administrators.

- ☐ ***Early Childhood Education*** Cat. #500; $12.00.
- ☐ ***Parent Involvement*** Cat. #501; $12.00.

• Major Publications

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

- ☐ ***Reflections on the Reggio Emilia Approach***, a collection of seven papers (1994). Cat. #215, $10.
- ☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
- ☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.
- ☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.
- ☐ ***Trends and Issues in the Dissemination of Child Development and Early Education Knowledge***, by Lilian G. Katz (1993). Cat. #209, 28p., $5.
- ☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

Other Major Publications.

- ☐ ***Building Social Competence in Children.*** Garry R. Walz, Lilian G. Katz, and others (1995). Cat #216, $10.
- ☐ ***A to Z: The Early Childhood Educator's Guide to the Internet***, by the ERIC/EECE staff, with an introduction by Bonnie Blagojevic (1995). Cat. #214, $10.
- ☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (revised 1993). Cat. #213, 30p., $5.

• ReadySearches

Computer search reprints with approximately 75 to 100 abstracts of ERIC documents and journal articles, updated quarterly ($8.00 each).

- ☐ ***School Readiness.*** (Cat. #108).
- ☐ ***Developmentally Appropriate Programs for Young Children.*** (Cat. #109).
- ☐ ***Mixed-Age Groups in Early Childhood and Elementary Education.*** (Cat. #112).
- ☐ ***Family Literacy.*** (Cat. #114).
- ☐ ***Social Competence in Early Childhood.*** (Cat. #116).
- ☐ ***Outcome Based Education.*** (Cat. #117).
- ☐ ***Computer Networking in Grades K — 12.*** (Cat. #118).
- ☐ ***Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12.*** (Cat. #120).
- ☐ ***Team Teaching in Pre-K through Grade 8.*** (Cat. #121).
- ☐ ***Parent Education.*** (Cat. #123).
- ☐ ***Kindergarten Scheduling and Kindergarten Research.*** (Cat. #127).
- ☐ ***Integrated Curriculum in Grades K through 6.*** (Cat. #128).
- ☐ ***Multicultural Education in Pre-K — Grade 8.*** (Cat. #130).
- ☐ ***Integrated Curriculum at the Middle Level.*** (Cat. #131).
- ☐ ***Cooperative Learning in Pre-K — Grade 8.*** (Cat. #132).
- ☐ ***Violence in the Schools.*** (Cat. #133).
- ☐ ***After-School and Enrichment Programs for Young Adolescents.*** (Cat. #134).
- ☐ ***K-12 Class Size.*** (Cat. #135).
- ☐ ***Television and Children.*** (Cat. #136).

Ordering Information

Check or money order must accompany orders for cost items. Allow 3 weeks for delivery. **Checks from outside the U.S must be payable in U.S. dollars through a U.S. bank.**

Name _____

Organization _____

Street _____

City _____ State_____ Zip ____

Title/Occupation _____

Check items desired. No postage and handling necessary for no-cost items.

Cost Items:

- Total Cost of items _____
- Postage and Handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. _____

Total amount enclosed: _____

Make checks payable to: The University of Illinois

Do not detach order from rest of flyer. Send completed order form to:

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

For information on quantity orders, or for other information, contact ERIC/EECE:

phone: 217-333-1386; 800-583-4135
fax: 217-333-3767
email: ericeece@ux1.cso.uiuc.edu

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois • 805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
(217) 333-1386 • (800) 583-4135 • ericeece@ux1.cso.uiuc.edu

ERIC DIGEST
May 1995 • EDO-PS-95-5

The Internet and Early Childhood Educators: Some Frequently Asked Questions

Dianne Rothenberg

The Internet—the center lane of the information superhighway—is a world-wide computer network created more than two decades ago for researchers. Recently, early childhood educators at all levels and early childhood teacher education students have begun to use the Internet to communicate and to share information. Research suggests that use of electronic networking can help teachers (especially new teachers) reduce their sense of isolation, connect with peers, and increase their sense of professionalism and autonomy (Honey & Henriquez, 1993). Internet use provides access to high-quality research and practice information for practicing educators and college students (Means et al., 1993). This digest explores the uses of the Internet for early childhood educators and teacher education students, and provides basic information on popular features and access. Actual sites and resources are described in "Internet Starting Points for Early Childhood Educators," a resource list intended to accompany this digest.

What features of the Internet are most popular?

While electronic mail is the most frequently used feature of the Internet by all groups of users, participation in discussion groups and access to the growing number of information collections available via the Internet are increasingly viewed by educators as essential.

Electronic mail (email). Research indicates that educators' most frequently used sources of information are their colleagues; electronic mail provides educators with a worldwide group of peers with whom to share information and ideas. Messages can be composed and sent from home or work at the sender's convenience, and received and responded to when convenient to the receiver. Electronic mail is fast and reliable. Most messages are received and read only by the person for whom they were intended, but email should not be considered absolutely secure or private.

Internet discussion groups. Internet discussion groups are an extension of electronic mail and are essentially electronic mailing lists. They provide users with the opportunity to be part of electronic communities made up of individuals who share similar interests rather than geographic proximity. Thousands of discussion groups exist on the Internet covering everything from scuba diving to early childhood education. Mailing list capability is also used to provide online courses, such as the Internet "Roadmap" course, which provides hands-on Internet training to anyone wishing to "enroll" by becoming part of an online "class."

Databases and library catalogs. The ERIC database, the ETS Test Collection (which catalogues and describes thousands of surveys, tests, and other measurement instruments), government databases (which often include the full text of materials), and university library catalogs are accessible through the Internet. Most are accessed using telnet software, which allows users to logon to remote databases as if their own computer were directly connected to the remote system.

Gopher and World Wide Web (WWW) sites. Other information collections on the Internet include easy-to-use gopher and WWW sites, which often contain the full text of many documents and articles. These collections frequently include articles, lesson plans, and other teaching materials; information on projects for children to participate in with their peers in other parts of the world; parenting, family, and health information; government information from a myriad of agencies and departments; and information about (and from) many cultures. "Gopher" software offers menus for easy access and usually allows users to search the information on the server by keyword. World Wide Web (WWW) sites offer graphics and links to materials housed in a variety of places on the Internet. WWW resources require that the user have available Web browser software (such as NCSA Mosaic or Netscape) and a special phone-line connection, or access to a Web browser through an online system such as Prodigy or America Online.

File transfer. On the Internet, files are easily transferred from one computer to another using File Transfer Protocol (FTP). Authors can share chapters they are working on together; large files containing software or lengthy documents can also be transmitted and retrieved.

Community computing networks. Individuals with access to a computer and modem can connect to a community computing network (or public access computer system), usually at little or no cost (NPTN, 1994). These networks exist in many communities and offer services that include electronic mail; information about health care, education, government, and technology; and connections to other networks such as the Internet. Local information is prominently featured on community computing networks, such as school schedules and directories of local social service organizations, but descriptions of exemplary national programs, tested lesson plans, and general information on education-related topics may also be included. A common type of community

computing network is the Free-Net. Free-Nets are affiliated with the National Public Telecomputing Network.

How can I get access to the Internet?

Internet access for the general public is increasing rapidly, but this question remains a central concern for many educators who want to use the Internet. At the federal level, a number of possibilities are being explored for increasing Internet access for the education community, including legislation that promotes the use of telecommunications in the classroom and funding for access for educators. Right now, however, four means of gaining access are available.

Access through state or regional educational networking systems. Many states (Texas, Florida, North Dakota, Virginia, and others) now provide or are planning to provide low-cost or free access for educators. Inquiries should be directed to local school district offices, regional education service providers, or state departments of education to find out if this option exists in your area. If your state is in the planning stages of providing access for all educators, become an advocate for including Internet access for pre-kindergarten educators and caregivers.

Access through community computing networks. Local Free-Nets and other community computing networks are already operational in dozens of cities across the U.S., and many more are in the planning stages; a few states, such as Maryland, offer Internet access to every citizen who requests it through a state-wide network. Local public libraries are a good source of information on community information networks that may be close by and reachable through a local or low-cost telephone call.

Access through special projects at universities and colleges. Many universities and colleges provide access to the Internet for undergraduate and graduate students, and for nearby schools that take part in research or learning projects.

Access through commercial services. Dozens of commercial services, including some telephone companies, now offer connectivity to parents and educators. In addition, some professional associations offer subscriptions to online services that offer their own information and Internet access. While most commercial providers allow subscribers to use electronic mail, some do not offer access to the valuable information collections and databases on the Internet. Before making a decision on subscribing to a commercial service, early childhood educators should find out if they will be able to (1) receive and send electronic mail on the Internet without restrictions; (2) join Internet discussion groups (listservs); (3) use Internet capabilities such as gopher, telnet, lynx (software that allows information created for graphical web browsers to be accessed by people with text-only systems), and graphical Web browsers such as Netscape; and (4) access the system through a local telephone call. Many commercial vendors offer a free trial period so that you can try out their service.

Is the Internet hard to use?

The size and diversity of the Internet can make it difficult to find specific information, but a growing number of online and offline services and software can help. Basic Internet guides are now common in book stores, and some are available free on the Internet for "downloading" to your own computer.

Asking discussion group participants. Customized help in finding resources on particular topics can be obtained by participating in discussion groups or listservs.

Internet finding tools. Several Internet finding tools are available. These include general search tools, such as Jughead and Veronica (which allow Internet users to do a keyword search) for gopher sites and the Web Crawlers for World Wide Web sites. Many education sites offer extensive topical listings of Internet resources, such as Stanford University and the Illinois Learning Mosaic.

AskERIC. The ERIC Internet question-answering service called AskERIC can provide pointers to specific resources, such as penpal programs for children. Requests for information should be sent by email to askeric@ericir.syr.edu. AskERIC and its parent-related component, PARENTS AskERIC are good sources of information on all topics related to education and can be used by anyone interested in education. "InfoGuides" housed at the AskERIC gopher and Virtual Library offer pointers to Internet (and print) resources on such topics as children's literature, child abuse, home schooling, and the media and children.

For more information, request the companion Resource List, *Internet Starting Points for Early Childhood Educators,* from ERIC/EECE. This digest is based in part on *A to Z: The Early Childhood Educator's Guide to the Internet*, published by the ERIC Clearinghouse on Elementary and Early Childhood Education. For ordering information, call ERIC/EECE: (800) 583-4135.

For More Information

Alexander, N.P. (1994). ATLIS. Early Childhood Development and the Electronic Age. *Young Children* 49(5, July): 26-27. EJ 486 926.

Honey, M., and A. Henriquez. (1993). *Telecommunications and K-12 Educators: Findings from a National Survey*. New York: Center for Technology in Education. ED 359 923.

Krol, E. (1994). *The Whole Internet: User's Guide & Catalog. Second Edition.* Sebastopol, CA: O'Reilly & Associates, Inc.

Means, B., J. Blando, K. Olson, T. Middleton, C.C. Morocco, A.R. Remz, and J. Zorfass. (1993). *Using Technology to Support Education Reform.* Newton, MA: Education Development Center, Inc. ED 364 220.

National Public Telecomputing Network. (1994). *Community Computing and the National Public Telecomputing Network.* Cleveland, OH: Author.

References identified with an ED (ERIC document), EJ (ERIC journal), or PS number are cited in the ERIC database. Most documents are available in ERIC microfiche collections at more than 900 locations worldwide, and can be ordered through EDRS: (800) 443-ERIC. Journal articles are available from the original journal, interlibrary loan services, or article reproduction clearinghouses such as: UMI (800) 732-0616; or ISI (800) 523-1850.

This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI. ERIC Digests are in the public domain and may be freely reproduced.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois • 805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
(217) 333-1386 • (800) 583-4135 • ericeece@uiuc.edu

ERIC DIGEST

May 1996 • EDO-PS-96-5

Helping Early Childhood Teacher Education Students Learn about the Internet

Lisa Janicke Hinchliffe

Teacher educators in the early childhood education (ECE) and child development fields can use the technological capacities of the Internet to expand the boundaries of the classroom and enrich the learning experiences of their students. The Internet is a vast system of computer networks that exchange electronic data, thereby facilitating communication and access to information. Many teacher educators are aware of the potential of the Internet but are not certain how to integrate the Internet into early childhood teacher education. This digest provides examples of projects which could be used in a child development classroom to introduce students to Internet resources. The URLs ("uniform resource locators," or Internet addresses, of websites or Gophers) cited in boldface numbered items are listed in the Electronic References section at the end of the digest.

Getting Started

A connection to the Internet and a willingness to learn are the foundation for integrating the Internet into an ECE classroom; however, a few other resources will help. Students must receive training in how to use the Internet. Texts by Kovacs (1995) and Jaffe (1994) can help teacher educators design appropriate training sessions. A guide published by ERIC/EECE (1995) provides specific information about using the Internet and describes Internet resources of interest to adults working with young children. Teacher educators can also use materials made available via the Internet by other Internet trainers, such as can be found in the searchable index at **Yahoo!,** titled **Computers and Internet (11).**

Using Electronic Discussion Groups

Electronic discussion groups, or mailing lists, provide opportunities for people to have conversations about topics of mutual interest via electronic mail (email). **Liszt (8)** is a searchable directory of discussion groups which includes directions for subscribing. Examples of discussion groups related to ECE are ECENET-L and ECEOL-L (on ECE in general), SAC-L (on school-age child care), REGGIO-L (on the preschool approach used in Reggio Emilia, Italy), and CYE-L (on appropriate environments for young children).

There are no membership charges for subscribing to a discussion group; however, in order to participate in them, students need email accounts. Email accounts are available from many teaching institutions, community computing networks (such as Free-Nets), or commercial Internet providers. It is important for instructors to provide training in email use rather than assume students will learn to use email on their own. The technical details of using email vary from system to system; the local network administrator can usually provide assistance. Once students have access to email and discussion groups, they can undertake the following activities.

Learn about email etiquette. Students will need to understand Internet etiquette, or "netiquette." For example, explain that students should "lurk"—read the discussions and observe the tone of the group—before posting. Discuss netiquette in class, and develop a list of guidelines that will be used in their interactions with discussion groups. Additional netiquette tips are offered by **Rinaldi (10).**

Focus on a single discussion group. The number of messages posted to and topics discussed on a single discussion group can be overwhelming. Students new to discussion groups are likely to become frustrated if they try to keep up with all messages on several lists. Divide the students into groups and assign each student group a particular discussion group to monitor. Every month have each student group summarize the major or most useful interactions on its discussion group for others in the class. These summaries can be presented orally during class time or distributed by email. By sharing summaries, students can learn how professionals share information with one another and at the same time determine which discussion groups are most relevant to their own personal interests.

Ask the experts. Many people who belong to ECE discussion groups are practitioners working with young children who are often willing to provide information on good practice. Their expertise is a valuable resource for students. Select a discussion group related to the topic of the course research paper and have students join the group. In addition to using published resources, students can solicit input from practitioners in ECE about their topic. Explain to students that specific questions which show previous research and careful thought are more likely to generate useful responses from discussion group members. For example, rather than asking "How do you mainstream children?" students might construct a specific request for information: "I am trying to identify techniques to use in mainstreaming a six-year-old boy with Downs Syndrome into a session of science experiments with water. I have considered working with students in small groups rather than as a whole class. What would you recommend doing so that he can participate fully without disrupting the experiments?" Preview students' questions

before they send them to the discussion group. If possible, confirm with the owner of the discussion group that the requests will not be disruptive. Avoid having several students ask the same question of the same group.

Be the expert. Many requests for information are posted daily to discussion groups. Assign students to select a question that interests them and then research and write a response. Preview responses before students send them. Responses should include references to the information resources that were consulted as well as an explanation that the response is part of a course requirement, so that the original requester will not expect such researched responses to every question.

Summarize the conversation. A copy of each message sent to various education-related discussion groups is archived in the **AskERIC Virtual Library Education Listserv Archives (2)**. Each discussion group has its own chronologically arranged archive. Students might browse discussion group archives for topics which generated more than ten messages and can write a summary of the discussion and points of consensus that emerged. For example, students could summarize the **January 1995 ECENET-L (3)** discussion about Power Rangers. These summaries can be distributed to class members or reviewed by the teacher educator.

Using World Wide Web and Gopher Resources

The World Wide Web and Gophers are depositories of publicly accessible information that can be used to supplement course textbooks or readings. The Web is a hypermedia environment consisting of text, graphics, audio, and video. Gophers are menu-based resources of text files. Web and Gopher sites, such as **ERIC/EECE's Web site (5)**, can be accessed using Web browser software that is graphical (such as Netscape) or text-based (such as Lynx); gophers can also be accessed using gopher software. The local network administrator can provide information about the availability and use of this software. Using the World Wide Web and Gophers, students can try the following activities.

Create an information packet. Parents and guardians are important partners in educating young children and often request information from early childhood educators. Have students create a parent information packet on topics of their choosing using full-text resources from, for example, **ERIC/EECE's Web site (5)**, the **National Parent Information Network (NPIN) (9)**, and other **ERIC system Web sites (6)**. Possible topics include kindergarten readiness, children and the mass media, sibling interactions, and discipline.

Search for lesson plans. Students developing lesson plans on particular topics can search the Web for examples. Two possible "search engines" to use are **Infoseek (7)** and **Alta Vista (1)**; a more complete list is available in the searchable index in **Yahoo!**, titled **Computers and Internet...Searching the Web (12)**. No search engine available can do a comprehensive search of all web sites. Most search engines allow keyword searching, but the level of search sophistication varies from one search engine to another. In general, using the phrase "lesson plans" and a keyword describing the topic area will retrieve good search results. For example, to look for lesson plans for a science unit on flowers, use the keywords "lesson plans" and "flowers."

Solve a problem. Many ECE programs require students to observe children and staff interacting in an ECE setting such as a preschool. Instruct students to keep a record of the problems that they see when they are observing. When the students return from observing, divide them into groups and have each group search the **ERIC database (4)** and use ERIC/EECE and other Internet resources to research possible solutions to one of the problems observed. As a group, the students could discuss the possible solutions, select their preferred solution, and present the problem and solution to the entire class. If appropriate, the proposed solution could also be presented to the staff working in the ECE setting.

Be an information provider. In addition to using the information posted by other people, students can be involved in projects to provide information via the Web. To create a website, students will need access to a Web server (available in many postsecondary settings) and knowledge of HTML (hypertext markup language, the formatting language for creating web pages). A class of students could create a web site for their class or work with a local or campus child care center to create a web site for the center.

Conclusion

The Internet is a vast community of people and resources. By integrating Internet use into early childhood teacher education programs, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the global ECE community.

For More Information

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). (1995). *A to Z: The Early Childhood Educator's Guide to the Internet.* (1995). Urbana, IL: Author.

Kovacs, D. (1995). *The Internet Trainer's Guide.* New York: Van Nostrand Reinhold.

Jaffe, L.D. (1994). *Introducing the Internet: A Trainer's Workshop.* Berkeley: Library Solutions Press.

Electronic References

These URLs are in the format typically used with a Web browser. Type the URL in the "File-Location" (or "Document URL," etc.) selection box of the web browser.

1. **Alta Vista** — http://www.altavista.digital.com
2. **AskERIC Listsrv Archives** — http://ericir.syr.edu/Virtual/Listserv_Archives
3. **ECENET-L Archives** — http://ericir.syr.edu/Virtual/Listserv_Archives/ecenet-l.html
4. **ERIC db** — http://www.cua.edu/www/eric_ae/search.html
5. **ERIC/EECE** — http://ericps.ed.uiuc.edu/ericeece.html
6. **ERIC System** — http://ericps.ed.uiuc.edu/eece/ericlink.html
7. **Infoseek** — http://www.infoseek.com
8. **Liszt** — http://www.liszt.com
9. **NPIN** — http://ericps.ed.uiuc.edu/npin/npinhome.html
10. **Rinaldi** — http://www.fau.edu/rinaldi/net/index.html
11. **Yahoo! Computers and Internet** — http://www.yahoo.com/text/Computers_and_Internet/index.html
12. **Yahoo! Computers...Searching the Web** — http://www.yahoo.com/Computers_and_Internet/Internet/World_Wide_Web/Searching_the_Web/

This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI. ERIC Digests are in the public domain and may be freely reproduced.

ERIC/EECE Internet Services

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) sponsors several services available on the Internet. These include a World Wide Web (WWW) site, a gopher site, the National Parent Information Network, Parents AskERIC, and several electronic discussion groups.

AskERIC and PARENTS AskERIC

AskERIC, an Internet service of the ERIC system for anyone interested in education, is coordinated by the ERIC Clearinghouse on Information and Technology (ERIC/IT). To use AskERIC, email your question about education to the AskERIC address.

PARENTS AskERIC is that part of AskERIC specifically designed for parents and others who have questions about the development, education, and care of children. To use PARENTS AskERIC, email your question to the AskERIC address.

askeric@ericir.syr.edu

World Wide Web sites

ERIC/EECE offers information for early childhood educators, parents, and others interested in parenting, caring for, or educating young children on its **World Wide Web** server. The URL (Uniform Resource Locator) addresses for ERIC/EECE, NPIN, and our partner projects are:

ERIC/EECE World Wide Web Site **http://ericps.ed.uiuc.edu/ericeece.html**
The hub of the ERIC/EECE World Wide Web server, this site provides links from the home page to all other ERIC/EECE sites. The site includes ERIC/EECE publications, links to all other ERIC system sites, links to places where the ERIC database can be searched, and information on ERIC/EECE listservs.

National Parent Information Network **http://ericps.ed.uiuc.edu/npin/npinhome.html**
The National Parent Information Network (NPIN) is an extensive collection of materials for parents and those who work with them. The full texts of brochures, pamphlets, and longer publications for parents and family support personnel are included. Links to other parenting sites are also included.

National Child Care Information Center **http://ericps.ed.uiuc.edu/nccic/nccichome.html**
NCCIC, funded by the U.S. Department of Health and Human Services, is the Adjunct ERIC Clearinghouse for Child Care. This site contains topical newsletters and publications about child care, a resource guide to organizations related to child care, and links to many other child care sites on the Internet.

ReadyWeb **http://ericps.ed.uiuc.edu/readyweb/readyweb.html**
This site presents information and resources pertaining to school readiness, both the readiness of children for schools and the readiness of schools for children.

National Coalition for Campus Child Care **http://ericps.ed.uiuc.edu/n4c/n4chome.html**
The National Coalition for Campus Child Care offers information relevant to campus child care centers and other two-year or four-year campus settings for young children.

Center for Career Development in Early Care and Education **http://ericps.ed.uiuc.edu/ccdece/ccdece.html**
Located at Wheelock College, CCDECE provides information for professional development for child care and early education professionals.

Most information on these Web sites is mirrored on the ERIC/EECE Gopher site at: ericps.ed.uiuc.edu

Electronic Discussion Groups

ERIC/EECE currently sponsors eight electronic *discussion groups* (or *lists*) on the Internet. These groups operate on Listserv software on the University of Illinois's "postoffice" computer.

REGGIO-L

Provides a forum for discussing the Reggio Emilia approach to early education; Co-sponsored by ERIC/EECE and the Merrill Palmer Institute at Wayne State University.

ECENET-L

Serves as a forum for discussions of the development, education, and care of children from birth through age 8; sponsored by ERIC/EECE.

MIDDLE-L

Intended for middle level educators, teacher educators, and others interested in children ages 10-14 and education at the middle level.

PROJECTS-L

Discusses ways to implement the project approach as an instructional strategy; co-owned by Sylvia Chard and ERIC/EECE.

SAC-L

Intended for those interested in school-age care. Co-owned by the School-Age Child Care Project (SACCP) at the Center for Research on Women at Wellesley College and ERIC/EECE.

PARENTING-L

Provides a forum for parents concerned about family life in the 1990s. Topics discussed include child-raising and parent involvement in education.

CAMPUSCARE-L

Concentrates on issues related to campus child care or lab school environments for young children; operated by ERIC/EECE and the National Coalition for Campus Child Care.

ECPOLICY-L

Centers on policy issues pertaining to children and families, child care, and preschool education; co-sponsored by the National Association for the Education of Young Children and ERIC/EECE.

To subscribe to any of these discussion groups, send an email message to:

listserv@postoffice.cso.uiuc.edu

Leave the subject line blank. Do not include a signature with the message. In the body of the message, type *only* the following:

subscribe listserv-name your-first-name your-last-name

For example, if you are Jane Doe who wants to subscribe to ECENET-L, simply type:

subscribe ECENET-L Jane Doe

You will automatically be subscribed to ECENET-L (or other list) and will receive back (via email) a notice of subscription and information about the discussion list. This information includes instructions on sending commands to the list, such as the command for signing off the list. *Please save these instructions for future reference.* Note that there are two email addresses associated with each list, an administrative address and a discussion list address. The *administrative address* (**listserv@postoffice.cso.uiuc.edu**), which is the same for all eight lists, is used for sending subscription requests and other administrative messages. *Do not send messages intended for the list administration to the discussion list address.* To post a message to the list that you want all list members to see, send the message to the **discussion list address**. The discussion list addresses for the eight lists are:

REGGIO-L@postoffice.cso.uiuc.edu

CAMPUSCARE-L@postoffice.cso.uiuc.edu

ECENET-L@postoffice.cso.uiuc.edu

MIDDLE-L@postoffice.cso.uiuc.edu

PROJECTS-L@postoffice.cso.uiuc.edu

SAC-L@postoffice.cso.uiuc.edu

ECPOLICY-L@postoffice.cso.uiuc.edu

PARENTING-L@postoffice.cso.uiuc.edu

For more information, contact:
ERIC/EECE, University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801
(217) 333-1386; (800) 583-4135; FAX: (217) 333-3767; Email: ericeece@ux1.cso.uiuc.edu

June 1996

To make ERIC information more accessible to users, all ERIC clearinghouses and support components now operate toll-free lines. Users within the UnitedStates can call the clearinghouse 800 numbers to speak directly with friendly, knowledgeable staff familiar with ERIC and, more specifically, familiar with the coverage of their subject area(s) in the ERIC database. Each clearinghouse keeps a separate mailing list for disseminating its publications such as newsletters, productlists, and Digests. For search strategy assistance or to be placed on a Clearinghouse mailing list, contact the appropriate Clearinghouse below.

CLEARINGHOUSES

Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
Telephone:(614) 292-4353,
(800) 848-4815
Fax: (614) 292-1260
E-mail: ericacve@magnus.acs.ohio-state.edu
URL: http://www.acs.ohio-state.edu/units/education/cete/ericacve/index.html

Assessment and Evaluation
The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone:(202) 319-5120,
(800) 464-3742
Fax: (202) 319-6692
E-mail: eric_ae@cua.edu
URL:
//www.cua.edu/www/eric_ae

Community Colleges
University of California
at Los Angeles
3051 Moore Hall,
405 Hilgard Avenue
Los Angeles, CA 90024-1521
Telephone:(310) 825-3931,
(800) 832-8256
Fax: (310) 206-8095
E-mail: eeh3usc@mvs.oac.ucla.edu
URL: http://www.gse.ucla.edu/ERIC/eric.html

Counseling and Student Services
University of North Carolina
at Greensboro
School of Education,
101 Park Building
Greensboro, NC 27412-5001
Telephone:(910) 334-4114,
(800) 414-9769
Fax: (910) 334-4116
E-mail: bleuerj@iris.uncg.edu
URL:
http://www2.uncg.edu/~ericcas2

Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Telephone:(703) 264-9474,
(800) 328-0272
Fax: (703) 264-9494
E-mail: ericec@inet.ed.gov

Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
Telephone:(503) 346-5043,
(800) 438-8841
Fax: (503) 346-2334
E-mail: ppiele@oregon.uoregon.edu
URL: http://darkwing.uoregon.edu/~ericcem/home.html

Elementary and Early Childhood Education
University of Illinois
805 W. Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone:(217) 333-1386,
(800) 583-4135
Fax: (217) 333-3767
E-mail: ericeece@ux1.cso.uiuc.edu
URL: http://ericps.ed.uiuc.edu/ericeece.html

Higher Education
George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036-1183
Telephone:(202) 296-2597,
(800) 773-3742
Fax: (202) 296-8379
E-mail: eriche@inet.ed.gov

Information & Technology
Syracuse University
Center for Science
and Technology
4th Floor, Room 194
Syracuse, NY 13244-4100
Telephone:(315) 443-3640,
(800) 464-9107
Fax: (315) 443-5448
E-mail: eric@ericir.syr.edu
URL: http://ericir.syr.edu

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-0037
Telephone:(202) 429-9292,
(800) 276-9834
Fax: (202) 659-5641
E-mail: eric@cal.org
URL:
http://ericir.syr.edu/ericcll/index.html

Reading, English, and Communication
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408-2698
Telephone:(812) 855-5847,
(800) 759-4723
Fax: (812) 855-4220
E-mail: ericcs@ucs.indiana.edu
URL:
http://www.indiana.edu/~eric_rec

Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street,
P.O. Box 1348
Charleston, WV 25325-1348
Telephone: (304) 347-0465
(800) 624-9120
Fax: (304) 347-0487
E-mail: u56e1@wvnvm.wvnet.edu
URL:
http://aelvis.ael.org/~eric/eric.html

Science, Mathematics, and Environmental Education
Ohio State University
1929 Kenny Rd.
Columbus, Ohio 43210-1080
Telephone:(614) 292-6717,
(800) 276-0462
Fax: (614) 292-0263
E-mail: ericse@osu.edu
URL: http://www.ericse.ohio-state.edu

Social Studies/Social Science Education
Indiana University
Social Studies Development Ctr.
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Telephone:(812) 855-3838,
(800) 266-3815
Fax: (812) 855-0455
E-mail: ericso@ucs.indiana.edu
URL:
http://www.indiana.edu/~ssdc/eric-chess.html

Teaching and Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Telephone:(202) 293-2450,
(800) 822-9229
Fax: (202) 457-8095
E-mail: ericsp@inet.ed.gov
URL:
http://www.ericsp.org/index.html

Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, NY 10027-9998
Telephone:(212) 678-3433,
(800)-601-4868
Fax: (212) 678-4012
E-mail: eric-cue@columbia.edu
URL: http://eric-web.tc.columbia.edu

ADJUNCT CLEARINGHOUSES

Adjunct Clearinghouses are associated with the ERIC Clearinghouse whose scope overlaps the narrower scope of the Adjunct. They provide free reference and referral information in their subject areas and maintain their own mailing lists.

Art Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2373
Telephone:(812) 855-3838,
(800) 266-3815
Fax: (812) 855-0455
E-mail: ericso@indiana.edu
URL: http://www.indiana.edu/~ssdc/art.html

Chapter 1
Chapter 1 Technical Assistance Center
2601 Fortune Circle East
One Park Fletcher Building,
Suite 300-A
Indianapolis IN 46241-2237
Telephone:(317) 244-8160,
(800) 456-2380
Fax: (317) 244-7386
E-mail: prcinc@delphi.com

Child Care
National Child Care Info. Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Telephone: (800) 616-2242
Fax: (800) 716-2242
E-mail: agoldstein@acf.dhhs.gov
URL: http://ericps.ed.uiuc.edu/nccic/nccichome.html

Clinical Schools
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Telephone:(202) 293-2450,
(800) 822-9229
Fax: (202) 457-8095
E-mail: iabdalha@inet.ed.gov

Consumer Education
National Institute for Consumer Education
207 Rackham Building,
West Circle Drive
Eastern Michigan University
Ypsilanti, MI 48197-2237
Telephone:(313) 487-2292,
(800) 848-4815
Fax: 313-487-7153
E-mail: nice@emuvax.emich.edu
URL: http://www.emich.edu/public/coe/nice/nice.html

ESL Literacy Education
National Clearinghouse for Literacy Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-0037
Telephone: (202) 429-9292,
Ext. 200
(800) 276-9834,
Fax: (202) 659-5641
E-mail: ncle@cal.org

Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street
Suite 120
Bloomington, IN 47408-2373
Telephone:(812) 855-3838,
(800) 266-3815
Fax: (812) 855-0455
E-mail: ericso@ucs.indiana.edu
URL: http://www.indiana.edu/~ssdc/lre.html

Test Collection
Educational Testing Service
ETS Test Collection
Rosedale and Carter Roads
Princeton, NJ 08541
Telephone:(609) 734-5737,
(800) 464-3742
Fax: (609) 683-7186

U.S. Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2373
Telephone:(812) 855-3838,
(800) 266-3815
Fax: (812) 855-0455
E-mail: eabrooks@ucs.indiana.edu
URL: http://www.indiana.edu/~japan

SUPPORT COMPONENTS

Three ERIC support components produce, publish, and disseminate ERIC products and services.

ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville MD 20850-3172
Toll Free: (800) LET-ERIC
(800-538-3742)
Telephone:(301) 251-5506
Fax:(301) 251-5767
E-mail: acceric@inet.ed.gov
URL:
http://aspensys3.aspensys.com/eric/

ERIC Document Reproduction Service
Cincinnati Bell Information Systems
CBIS Federal
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Toll Free: (800) 443-ERIC (3742)
Telephone: (703) 440-1400
Fax: (703) 440-1408
E-mail: edrs@gwuvm.gwu.edu
URL: http://www.edrs.com

ERIC Processing and Reference Facility
Computer Sciences Corporation
Systems Engineering Division
1301 Piccard Drive, Suite 300
Rockville MD 20850-4305
Toll Free: (800) 799-ERIC (3742)
Telephone: (301) 258-5500
Fax: (301) 948-3695
E-mail: ericfac@inet.ed.gov

Oryx Press
4041 North Central Avenue
Suite 700
Phoenix, AZ 85012-3397
Toll Free:(800) 279-ORYX (6799)
Telephone: (602) 265-2651
Fax: (800) 279-4663
E-mail: info@oryxpress.com
URL: http://www.oryxpress.com

U.S. Government Printing Office
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
Telephone: (202) 512-1800
Fax: (202) 512-2250
URL: http://www.access.gpo.gov

Education-Related Gopher and Web Sites

• **U.S. Government**

U.S. Department of Education
gopher://gopher.ed.gov
http://www.ed.gov

National Library of Education
http://www.ed.gov/NLE/

U.S. Department of Health and Human Services
http://www.os.dhhs.gov/

Administration for Children and Families
http://w3.acf.dhhs.gov/

General Services Administration
http://www.gsa.gov
gopher://gopher.gsa.gov

National Institute of Health
gopher://gopher.nih.gov

• **Illinois State Sites**

Illinois Learning Mosaic
http://www.ncsa.uiuc.edu/Edu/ILM/ILMHome.html

Illinois State Board of Education
gopher://isbe.state.il.us

• **Other State Sites**

Florida
gopher://gopher.firn.edu

Indiana
http://ideanet.doe.state.in.us

Michigan Department of Education
http://web.mde.state.mi.us

New York
gopher://nysernet.org

Texas
http://www.tenet.edu

Virginia Department of Education
http://pen.k12.va.us/Anthology/VDOE

• **Resources for Parents and Families**

Association for Childhood Education International
http://www.udel.edu/bateman/acei/

At Home Dad
http://www.parentsplace.com/readroom/athomedad/index.html

Child Safety Forum
http://www.xmission.com/~gastown/safe/

DADI—Dads Against the Divorce Industry
http://www.dadi.org

Family World
http://www.family.com

Fathering Page
http://www.xs4all.nl/~sheldon/contents.html

FatherNet
gopher://gopher.mes.umn.edu:70/1/
(choose menu items Children, Youth and Families Consortium / FatherNet)

Fathers Resource Center
http://www.parentsplace.com/readroom/frc/index.html

Fathers Rights and Equality Exchange
http://www.vix.com/free/

National Parent Information Network (NPIN)
http://ericps.ed.uiuc.edu/npin/npinhome.html
gopher://ericps.ed.uiuc.edu (choose menu item NPIN)

Parents Helping Parents
http://www.portal.com/~cbntmkr/php.html

Partnerships against Violence
gopher://cyfer.esusda.gov (choose menu item PAVNet Online)

Single Dad's Index
http://www.vix.com/pub/men/single-dad.html

Single Fathers
http://www.pitt.edu/~jsims/singlefa.html

SMARTPARENTING (TM) On-Line
http://www.garlic.com/parents

Future of Children
http://www.futureofchildren.org/

International Food Information Council
http://ificinfo.health.org/

Keeping Kids Reading
http://www.tiac.net/users/maryl/

National Association for the Education of Young Children
http://www.naeyc.org/naeyc/

National PTA
http://www.pta.org/

Pepsite (Reviews of Children's Software)
http://www.microweb.com/pepsite/

Positive Parenting
http://www.fishnet.net/~pparents/

• **Middle Level Resources**

Center for Adolescent Studies
http://education.indiana.edu/cas/cashmpg
(this site contains the **Adolescent Directory Online**)

HAMS-LIONK (Hawaii Association of Middle Schools)
http://www.aloha.net/~hams1/

MIDLINK Magazine (electronic magazine for middle school children)
http://longwood.cs.ucf.edu:80/MidLink/

National Middle School Association (NMSA)
http://snow-white.gac.peachnet.edu/talk/org/edu/nmsa
(Middle School Journal is on this site)

* * * * *

Middle Schools:

Prairie Hills Middle School
http://www.southwind.net/~phmslib/

• **Other Education-Related Resources**

American Psychological Association
gopher://gopher.apa.org

Child Health Forum
http://www.acy.digex.net/~vpeds/cf264/cf264.html

CICNet K-12 Gopher
Gopher: gopher.cic.net

Classroom Connect
WWW: http://www.wentworth.com/webworld/CLC.htm

Consortium for School Networking
WWW: http://cosn.org
Gopher: cosn.org

Eisenhower National Clearinghouse
http://www.enc.org

The Electronic Schoolhouse
http://www.niagara.com/~eschool

Gifted Youth Education Program
WWW: http://Kanpai.stanford.edu/epgy/pamph/pamph.html

How to Buy Educational Software
http://www.adventure.com/WWW/ka_info/educational_software/index.html

International K-12 Servers
WWW: http://www.tenet.edu/education/main.html#Foreign

Maternal and Child Health Net (MCHNet)
Gopher: mchnet.ichp.ufl.edu

National Child Rights Alliance
http://www.ai.mit.edu/people/ellens/NCRA/ncra.html

Quest: Ames Research Center K-12 Home Page
http://quest.arc.nasa.gov

Rural Internet Projects
WWW: http://www.cic.net/ruraldata/rd-home.html

Web66
WWW: http://web66.coled.umn.edu

• Regional Educational Laboratories: Gopher and Web Sites

Appalachia Educational Laboratory (AEL) (Charleston, WV)
WWW: http://aelvis.ael.org

Far West Laboratory for Educational Research and Development (FWL) (San Francisco, CA)
WWW: www.fwl.org

Mid-continent Regional Lab (McREL) (Aurora, CO)
WWW: http://www.mcrel.org

North Central Regional Educational Laboratory (NCREL) (Oak Brook, IL)
WWW: http://cedar.cic.net/ncrel/

Northwest Regional Educational Laboratory (NWREL) (Portland, OR)
WWW: http://www.nwrel.org

Pacific Regional Educational Laboratory (PREL) (Honolulu, HI)
http://prel-oahu-1.prel.hawaii.edu

The Regional Laboratory for Educational Improvement of the Northeast and Islands (Puerto Rico and Virgin Islands) (NE&I) (Andover, MA)
http://www.neirl.org/labhome.html

Research for Better Schools (RBS) (Philadelphia, PA)
Gopher: gopher.rbs.org
WWW: http://www.rbs.org

SouthEastern Regional Vision for Education (SERVE) (Greensboro, NC)
WWW: http://www.serve.org

Southwest Educational Development Laboratory (Austin, TX)
WWW: http://sedl.org

updated March 1996

ERIC-Related Gopher and Web Sites

U.S. Department of Education

U.S. Department of Education
http://www.ed.gov
gopher://gopher.ed.gov

Office of Educational Research and Improvement (OERI)
http://www.ed.gov/offices/OERI/index.html

National Library of Education (NLE)
http:/www.ed.gov/NLE/

ERIC Clearinghouses

Adult, Career, and Vocational Education (ERIC/ACVE)
http://www.acs.ohio-state.edu/units/education/cete/ericacve/index.html

Assessment and Evaluation
http://www.cua.edu/www/eric_ae
gopher://gopher.cua.edu, Special Resources

Community Colleges
http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services (ERIC/CASS)
http://www2.uncg.edu/~ericcas2

Disabilities and Gifted Education (ERIC/CEC)
gopher://ericir.syr.edu:70/11/Clearinghouses/16houses/ERIC_EC

Educational Management
http://darkwing.uoregon.edu/~ericcem/home.html

Elementary and Early Childhood Education (ERIC/EECE)
http://ericps.ed.uiuc.edu/ericeece.html
gopher://ericps.ed.uiuc.edu

National Parent Information Network (NPIN)
http://ericps.ed.uiuc.edu/npin/npinhome.html
gopher://ericps.ed.uiuc.edu
(select menu item "National Parent Information Network")

ReadyWeb (on school readiness)
http://ericps.ed.uiuc.edu/readyweb/readyweb.html

Information & Technology

AskERIC (Internet-based question-answering service):
askeric@ericir.syr.edu
AskERIC Virtual Library:
http://ericir.syr.edu
gopher://ericir.syr.edu

Languages and Linguistics (ERIC/CLL)
http://ericir.syr.edu/ericcll/index.html

Reading, English, and Communications
http://www.indiana.edu/~eric_rec
gopher://gopher.indiana.edu
(select menu items "Library and research services -> subject approach to IU librariies -> education library gopher -> ERIC Clearinghouse-Reading")

Rural Education and Small Schools
http://aelvis.ael.org/~eric/eric.html

Science, Mathematics, and Environmental Education (ERIC/CSMEE)
http://www.ericse.ohio-state.edu
gopher://gopher.ericse.ohio-state.edu

Social Studies/Social Science Education (ERIC/ChESS)
http://www.indiana.edu/~ssdc/eric-chess.html

Teaching and Teacher Education
http://www.ericsp.org/index.html

Urban Education (ERIC/CUE)
http://eric-web.tc.columbia.edu

Adjunct ERIC Clearinghouses

Art Education (with ERIC/ChESS)
http://www.indiana.edu/~ssdc/art.html

Child Care (with ERIC/EECE)
http://ericps.ed.uiuc.edu/nccic/nccichome.html

Clinical Schools (with ERIC/Teaching and Teacher Education)
gopher://ericir.syr.edu:70/11/Clearinghouses/Adjuncts/ACCS

Consumer Education (with ERIC/ACVE)
http://www.emich.edu/public/coe/nice/nice.html

Entrepreneurship Education (with ERIC/Community Colleges)
http://www.celcee.edu

ESL Literacy Education (with ERIC/CLL)
gopher://ericir.syr.edu:70/11/Clearinghouses/Adjuncts/ACLE

Law-Related Education (with ERIC/ChESS)
http://www.indiana.edu/~ssdc/lre.html

Test Collection (with ERIC/Assessment and Evaluation)
gopher://vmsgopher.cua.edu:70/11gopher_root_eric_ae:[_tc]

United States—Japan Studies (with ERIC/ChESS)
http://www.indiana.edu/~japan

ERIC Support Components

ACCESS ERIC
http://www.aspensys.com/eric/
gopher://aspensys3.aspensys.com:70/11/education/eric

ERIC Document Reproduction Service (EDRS)
http://www.edrs.com

ERIC Processing and Reference Facility
http://ericfac.piccard.csc.com/Start.html

Publishers

Oryx Press (for *CIJE* and *Thesaurus of ERIC Descriptors)*
http://www.oryxpress.com

U.S. Government Printing Office (for *RIE)*
http://www.access.gpo.gov

May 1996

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

APPLICABLE TERMS

PS

ACADEMIC ACHIEVEMENT
ACHIEVEMENT NEED
ADJUSTMENT (TO ENVIRONMENT)
ADMINISTRATOR ATTITUDES
ADOPTED CHILDREN
ADOPTION
AFFECTIVE BEHAVIOR
AGE DIFFERENCES
ANXIETY
ATTACHMENT BEHAVIOR
ATTENTION
AUDITORY DISCRIMINATION
AUDITORY PERCEPTION

BASIC SKILLS
BEHAVIOR CHANGE
BEHAVIOR DEVELOPMENT
BEHAVIOR MODIFICATION
BEHAVIOR PATTERNS
BEHAVIORAL OBJECTIVES
BEHAVIORAL SCIENCE RESEARCH
BILINGUAL EDUCATION
BIRTH
BIRTH WEIGHT
BLACK YOUTH
BREASTFEEDING

CHILD ADVOCACY
CHILD CAREGIVERS
CHILD DEVELOPMENT
CHILD DEVELOPMENT CENTERS
CHILD PSYCHOLOGY
CHILD REARING
CHILD WELFARE
CHILDHOOD ATTITUDES
CHILDHOOD NEEDS
CHILDREN
CHILDRENS ART
CHILDRENS GAMES
CHILDRENS LITERATURE
CHILDRENS TELEVISION
CLASS ACTIVITIES
CLASSROOM COMMUNICATION
CLASSROOM ENVIRONMENT
CLASSROOM OBSERVATION TECHNIQUES
CLASSROOM RESEARCH
CLASSROOM TECHNIQUES
COGNITIVE DEVELOPMENT
COGNITIVE PROCESSES
COGNITIVE STYLE
COMMUNICATION SKILLS
COMMUNITY COOPERATION
COMMUNITY INVOLVEMENT
COMMUNITY RESOURCES
COMMUNITY SERVICES
COMPENSATION (CONCEPT)
COMPENSATORY EDUCATION
CONCEPT FORMATION
CONCEPTUAL TEMPO
CONSERVATION (CONCEPT)
CREATIVITY
CULTURAL INFLUENCES
CURRICULUM DESIGN
CURRICULUM DEVELOPMENT
CURRICULUM GUIDES

DAY CARE
DAY CARE CENTERS
DEMOGRAPHY
DIAGNOSTIC TESTS
DISADVANTAGED
DISADVANTAGED YOUTH
DISCIPLINE
DISCOVERY LEARNING
DIVORCE
DRAMATIC PLAY

EARLY ADOLESCENTS
EARLY CHILDHOOD EDUCATION
EARLY EXPERIENCE
EARLY READING
EDUCATIONAL CHANGE
EDUCATIONAL INNOVATION
EDUCATIONAL PHILOSOPHY
EDUCATIONAL POLICY
EDUCATIONAL PSYCHOLOGY
EDUCATIONAL TELEVISION
EDUCATIONAL THEORIES
ELEMENTARY EDUCATION
ELEMENTARY SCHOOL STUDENTS
EMERGENT LITERACY
EMOTIONAL DEVELOPMENT
EMOTIONAL EXPERIENCE
EMPLOYED PARENTS
EMPLOYER SUPPORTED DAY CARE
ENVIRONMENTAL INFLUENCES
ETHNIC GROUPS
EVALUATION
EVALUATION CRITERIA

FAMILY (SOCIOLOGICAL UNIT)
FAMILY CHARACTERISTICS
FAMILY DAY CARE
FAMILY ENVIRONMENT
FAMILY INFLUENCE
FAMILY LIFE
FAMILY PROBLEMS
FAMILY PROGRAMS
FATHERS
FEDERAL AID
FEDERAL LEGISLATION
FEDERAL PROGRAMS
FINANCIAL NEEDS
FINANCIAL SUPPORT
FOSTER CARE
FOSTER CHILDREN
FOSTER FAMILY

GRADE RETENTION
GROUP DYNAMICS

HEALTH PROGRAMS
HEALTH SERVICES
HIGH RISK PERSONS
HIGH RISK STUDENTS
HOME PROGRAMS
HOME SCHOOLING
HOME VISITS
HOMEWORK

IDENTIFICATION (PSYCHOLOGY)
INDIVIDUAL CHARACTERISTICS
INDIVIDUAL DIFFERENCES
INDIVIDUALIZED CURRICULUM
INDIVIDUALIZED INSTRUCTION
INDIVIDUALIZED PROGRAMS
INFANT BEHAVIOR
INFANTS
INNER CITY
INSERVICE TEACHER EDUCATION
INSTRUCTIONAL MATERIALS
INTELLECTUAL DEVELOPMENT
INTERMEDIATE GRADES
INTERPERSONAL COMPETENCE
INTERPERSONAL RELATIONSHIP
INTERVENTION

KINDERGARTEN
KINDERGARTEN CHILDREN

LANGUAGE ACQUISITION
LATCHKEY CHILDREN
LEARNING ACTIVITIES
LEARNING PROCESSES
LEARNING READINESS
LOCUS OF CONTROL
LOGICAL THINKING
LONGITUDINAL STUDIES

MAINSTREAMING
MATERNAL HEALTH
MATHEMATICS EDUCATION (NOTE: PRESCHOOL)
MATHEMATICS SKILLS (NOTE: PRESCHOOL)
MEMORY
MINORITY GROUP CHILDREN
MINORITY GROUPS
MIXED AGE GROUPS
MODELING (PSYCHOLOGY)
MORAL DEVELOPMENT
MOTHERS
MOVEMENT EDUCATION
MUSIC ACTIVITIES

NEONATES
NONPROFESSIONAL PERSONNEL
NUMBER CONCEPTS
NURSERY SCHOOLS
NUTRITION

ONE PARENT FAMILY
OPEN EDUCATION

BEST COPY AVAILABLE

PS

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

APPLICABLE TERMS

OPEN PLAN SCHOOLS
OPERANT CONDITIONING
OUTCOMES OF EDUCATION

PARAPROFESSIONAL SCHOOL PERSONNEL
PARENT AS A TEACHER
PARENT ATTITUDES
PARENT CHILD RELATIONSHIP
PARENT EDUCATION
PARENT INFLUENCE
PARENT MATERIALS
PARENT PARTICIPATION
PARENT RESOURCES
PARENT RESPONSIBILITY
PARENT ROLE
PARENT SCHOOL COOPERATION
PARENT SCHOOL RELATIONSHIP
PARENT TEACHER CONFERENCES
PARENT TEACHER COOPERATION
PARENTHOOD EDUCATION
PARENTING SKILLS
PARENTS
PEER ACCEPTANCE
PEER GROUPS
PEER TEACHING
PERCEPTION
PERCEPTUAL MOTOR COORDINATION
PERINATAL INFLUENCES
PERSONALITY DEVELOPMENT
PHYSICAL DEVELOPMENT
PHYSICAL EDUCATION
PIAGETIAN THEORY
PICTORIAL STIMULI
PLAY
POSITIVE REINFORCEMENT
PREGNANCY
PRENATAL INFLUENCES
PREREADING EXPERIENCE
PRESCHOOL CHILDREN
PRESCHOOL CURRICULUM
PRESCHOOL EDUCATION
PRESCHOOL EVALUATION
PRESCHOOL TEACHERS
PRESCHOOL TESTS
PRETEND PLAY
PRIMARY EDUCATION
PROGRAM CONTENT
PROGRAM DESCRIPTIONS
PROGRAM DESIGN
PROGRAM DEVELOPMENT
PROGRAM EFFECTIVENESS
PROGRAM EVALUATION
PROGRAM IMPLEMENTATION
PROJECT FOLLOW THROUGH
PROJECT HEAD START
PSYCHOMOTOR SKILLS
PUBLIC POLICY
PUBLIC SCHOOLS

RACIAL ATTITUDES
RACIAL DIFFERENCES
READINESS
READING ABILITY
READING ACHIEVEMENT
RECALL (PSYCHOLOGY)
REGULAR CLASS PLACEMENT
REMEDIAL PROGRAMS
REPORT CARDS
ROLE PLAYING

SAFETY
SCHOOL AGE DAY CARE
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ENTRANCE AGE
SCHOOL READINESS
SCHOOL ROLE
SCIENCE EDUCATION (NOTE: PRESCHOOL)
SCREENING TESTS
SELF CONCEPT
SEX DIFFERENCES
SEX ROLE
SIBLINGS
SKILL DEVELOPMENT
SOCIAL BEHAVIOR
SOCIAL DEVELOPMENT
SOCIAL INFLUENCES
SOCIAL REINFORCEMENT
SOCIAL STUDIES (NOTE: PRESCHOOL)
SOCIALIZATION
SOCIOECONOMIC INFLUENCES
SOCIOECONOMIC STATUS
SPATIAL ABILITY
SPECIAL HEALTH PROBLEMS
STAFF IMPROVEMENT
STANDARDS
STATE AID
STATE FEDERAL AID
STATE LEGISLATION
STATE PROGRAMS
STATE STANDARDS
STIMULATION
STRANGER REACTIONS
STRESS VARIABLES
STUDENT ATTITUDES
STUDENT BEHAVIOR
STUDENT MOTIVATION
SUMMER PROGRAMS

TEACHER AIDES
TEACHER ATTITUDES
TEACHER INFLUENCE
TEACHER ROLE
TEACHER STUDENT RELATIONSHIP
TEACHING GUIDES
TEACHING METHODS
TEAM TEACHING
TELEVISION VIEWING
TEST RESULTS
TESTS
TEST USE
TEST VALIDITY
TODDLERS
TOYS
TUTORING

UNWED MOTHERS

VERBAL ABILITY
VERBAL COMMUNICATION
VERBAL DEVELOPMENT
VISUAL DISCRIMINATION
VISUAL PERCEPTION
VISUALIZATION
VOLUNTEERS

YOUNG CHILDREN

ERIC MANDATORY "EDUCATIONAL LEVEL" DESCRIPTORS

(Procedure implemented February 1975)

- **EARLY CHILDHOOD EDUCATION**
  Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth through the primary units of elementary school (grades K-3).

  - **PRESCHOOL EDUCATION**
    Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth to entrance in kindergarten (or grade 1 when kindergarten is not attended).

  - **PRIMARY EDUCATION**
    Scope Note: Education provided in kindergarten through grade 3.

- **ELEMENTARY SECONDARY EDUCATION**
  Scope Note: Formal education provided in kindergarten or grade 1 through grade 12.

  - **ELEMENTARY EDUCATION**
    Scope Note: Education provided in kindergarten or grade 1 through grade 6, 7, or 8.

    - **ADULT BASIC EDUCATION**
      Scope Note: Education provided for adults at the elementary level (through grade 8), usually with emphasis on communicative, computational, and social skills.

    - **PRIMARY EDUCATION**
      Scope Note: (See above.)

    - **INTERMEDIATE GRADES**
      Scope Note: Includes the middle and/or upper elementary grades, but usually 4, 5, and 6.

  - **SECONDARY EDUCATION**
    Scope Note: Education provided in grade 7, 8, or 9 through grade 12.

    - **JUNIOR HIGH SCHOOLS**
      Scope Note: Providing formal education in grades 7, 8, and 9 -- less commonly 7 and 8, or 8 and 9.

    - **HIGH SCHOOLS** *(Changed from "Senior High Schools" in March 1980.)*
      Scope Note: Providing formal education in grades 9 or 10 through 12.

    - **HIGH SCHOOL EQUIVALENCY PROGRAMS**
      Scope Note: Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate, e.g., General Educational Development program.

- **POSTSECONDARY EDUCATION**
  Scope Note: All education beyond the secondary level -- includes learning activities and experiences beyond the compulsory school attendance age, with the exception of adult basic education and high school equivalency programs. (Before APR75, restricted to "education beyond grade 12 and less than the baccalaureate level.")

  - **HIGHER EDUCATION**
    Scope Note: All education beyond the secondary level leading to a formal degree.

  - **TWO YEAR COLLEGES** *(Changed from "Junior Colleges" in March 1980.)*
    Scope Note: Public or private postsecondary institutions providing at least 2, but less than 4, years of academic and/or occupational education.

BEST COPY AVAILABLE

ERIC OPTIONAL "AGE LEVEL" DESCRIPTORS

NEONATES
Scope Note: Aged birth to approximately 1 month.

INFANTS
Scope Note: Aged birth to approximately 24 months.

YOUNG CHILDREN
Scope Note: Aged birth through approximately 8 years.

CHILDREN
Scope Note: Aged birth through approximately 12 years.

TODDLERS
Scope Note: Approximately 1-3 years of age.

PRESCHOOL CHILDREN
Scope Note: Approximately 2-5 years of age.

PREADOLESCENTS
Scope Note: Approximately 9-12 years of age.

ADOLESCENTS
Scope Note: Approximately 13-17 years of age.

YOUNG ADULTS
Scope Note: Approximately 18-30 years of age.

ADULTS
Scope Note: Approximately 18+ years of age.

ADULTS (30 TO 45)
Scope Note: Age group between "young adults" and "middle aged adults" --approximately 30-45.

MIDDLE AGED ADULTS
Scope Note: Approximately 45-64 years of age.

YOUNG OLD ADULTS
Scope Note: Approximately 65-75 years of age.

OLDER ADULTS
Scope Note: Approximately 65+ years of age.

OLD OLD ADULTS
Scope Note: Approximately 75+ years of age.

CODE*	PUBLICATION/DOCUMENT TYPES
010	BOOKS
	COLLECTED WORKS
020	—General
021	—Conference Proceedings
022	—Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	—Undetermined
041	—Doctoral Dissertations
042	—Masters Theses
043	—Practicum Papers
	GUIDES
050	—General (use more specific code, if possible)
	—Classroom Use
051	—Instructional Materials (For Learner)
052	—Teaching Guides (For Teacher)
055	—Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc., in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of Literature on a Topic)
071	—ERIC Information Analysis Products (IAPs)
072	—Book/Product Reviews
073	—ERIC Digests (Selected) in Full Text
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NONPRINT MATERIALS
101	—Computer Programs
102	—Machine-Readable Data Files (MRDFs)
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	—General (use more specific code, if possible)
131	—Bibliographies/Annotated Bibliographies
132	—Directories/Catalogs
133	—Geographic Materials/Maps
134	—Vocabularies/Classifications/Dictionaries
	REPORTS
140	—General (use more specific code, if possible)
141	—Descriptive (i.e., Project Descriptions)
142	—Evaluative/Feasibility
143	—Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	—Multilingual/Bilingual Materials

*Up to 3 codes for RIE, or 2 for CIJE, can be assigned to each document.

BEST COPY AVAILABLE

DOCUMENT DELIVERY

How To Get *DOCUMENTS* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

Current Index to Journals in Education **(CIJE)**
Announces journal articles

Resources in Education **(RIE)**
Announces documents (reports, papers, guides, books)

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Documents (EDs) — Cited in RIE

There are three principal ways to obtain documents cited in ERIC's database:

- by ordering them from the ERIC Document Reproduction Service (EDRS);
- by finding the microfiche for the document in one of the many ERIC standing order microfiche collections located at major libraries around the country and the world;
- by ordering the document from its original source or other non-ERIC supplier noted in the ERIC citation.

EDRS

Most documents announced in RIE can be ordered inexpensively from EDRS in either microfiche ($1.30 per title) or reproduced paper copy ($3.85 per 25 pages), plus postage. If you want to receive all documents on microfiche in regular monthly shipments, you can subscribe for about $2,000 per year. Clearly identified orders are processed within 5 days. Orders can be placed via mail, telephone, FAX, or online vendor system. An EDRS order form can be found at the back of RIE. The EDRS address is: EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852 • Telephone: 1-800-443-ERIC

Standing Order Microfiche

Over 900 organizations, including most major universities, subscribe to ERIC's complete microfiche collection and are listed in the *Directory of ERIC Information Service Providers* (available from ACCESS ERIC), (800-LET-ERIC). Using the *Directory*, locate the ERIC microfiche collection geographically closest or most convenient to you. At most locations, you will be able to copy selected pages; at some locations you will be able to obtain a duplicate microfiche. This is probably the quickest way to view an ERIC document and has the advantage of permitting you to review a document before buying it.

Original (Non-ERIC) Source

Some document preparers sell their product directly and, therefore, may not let ERIC reproduce it. About 5% of ERIC documents are available from their original sources (in addition to or in lieu of being available from EDRS). Full address and price information (when given) specifying such external availability is always in the ERIC citation.

BEST COPY AVAILABLE

See over for Journal Articles

ERIC Ready Reference #14
January 1995

DOCUMENT DELIVERY

How To Get *JOURNAL ARTICLES* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

Current Index to Journals in Education **(CIJE)**
Announces journal articles

Resources in Education **(RIE)**
Announces documents (reports, papers, guides, books)

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Journal Articles (EJs) — Cited in CIJE

There are two principal ways to obtain journal articles cited in ERIC's database:

1. Find the specific journal at the closest university or research library. Major public libraries may also have them.

2. Call or write a journal article reprint service. Two such services are:

University Microfilms International (UMI)
Article Clearinghouse
300 North Zeeb Road
Ann Arbor, MI 48106
Telephone: (800) 521-0600 x 2786

Institute for Scientific Information (ISI)
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Telephone: (800) 523-1850, Option 5

Prepared by the...

ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305

Telephone: 301-258-5500
FAX: 301-948-3695
800: 800-799-ERIC (3742)
Internet: ericfac@inet.ed.gov

See over for **Documents**

A to Z Internet Sites Submission Form

NAME OF SITE OR ORGANIZATION

Name:

Sponsor:

Description:

Type of Resource: (Gopher; WWW; etc.)

Address: gopher://
http://

Contact: (person or organization;
include email and postal address if possible)

Notes:

Mail or Fax to:

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801
(217) 333-1386; (800) 583-4135
FAX: 333-3767